DOCUMENT RESUME

ED 455 625 EC 308 496

TITLE	Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations, Fiscal Year 2002.
INSTITUTION	Council for Exceptional Children, Arlington, VA.
ISBN	ISBN-0-86586-380-6
PUB DATE	2001-06-00
NOTE	114p.; For earlier edition, see ED 435 151. Produced by the CEC Public Policy Unit.
AVAILABLE FROM	Council for Exceptional Children, 1110 North Glebe Rd., Arlington, VA 22201-5704 members, $16.95; non-members, $22.95). Tel: 888-232-7733 (Toll Free); e-mail: service@cec.sped.org; Web site: http://www.cec.sped.org.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Budgeting; Case Studies; *Disabilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Financial Support; *Gifted; *Special Education
IDENTIFIERS	Amendments; *Council for Exceptional Children; *Individuals with Disabilities Educ Act Amend 1997

ABSTRACT

This report explains federal programs for children with exceptionalities and reviews federal financial support for special education and gifted programs. It analyzes Individuals with Disabilities Education Act (IDEA) programs with information on appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, recent funding history, and funding considerations. Programs covered include: State and Local Grant Programs, Preschool Grants, Early Intervention Programs, and Support Programs (State Program Improvement Grants, administrative provisions, research and innovation, personnel preparation, studies and evaluations, technical assistance and information dissemination, technology development and media. Similar information is provided for gifted and talented grants. The report includes stories about children with exceptionalities who benefit from early intervention, preschool, special education, gifted programming, and support programs to convey the necessity of continued funding for fiscal year 2002 and subsequent years. Also included in the information given on each program are the Council for Exceptional Children's (CEC's) recommendations on program funding levels. CEC calls on Congress and the Administration to increase federal spending for programs for children with exceptionalities over the next 6 years and to move funding for the IDEA out of the discretionary budget and into mandatory spending. (CR)

ED 455 625

Council for Exceptional Children

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Safer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

FISCAL YEAR 2002

FEDERAL OUTLOOK FOR EXCEPTIONAL CHILDREN

BUDGET CONSIDERATIONS AND CEC RECOMMENDATIONS

JUNE 2001

Public Policy Unit
Council for Exceptional Children

EC 308496

BEST COPY AVAILABLE

The Council for Exceptional Children

CEC: Leading the Way

The Council for Exceptional Children (CEC) is the largest professional organization committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies, setting professional standards, providing continuing professional development, and assisting professionals in obtaining conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field

A private nonprofit membership organization, The Council for Exceptional Children was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, 300 Subdivisions, and individual members in 61 countries.

The CEC Information Center: International Resource for Topics in Special and Gifted Education

The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* and *Exceptional Children*, and a newsletter, *CEC Today*, reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

This annual publication provides up-to-date information on appropriation considerations for federal programs directly affecting special education. CEC is pleased to present its recommendations to assist policy makers and others concerned with the provision of appropriate services for children and youth with exceptionalities.

Council for
Exceptional
Children

The Council for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, Virginia 22201-5704
(703) 620-3660 (Voice)
(866) 915-5000 (TTY)
(703) 264-1637 (FAX)
http://www.cec.sped.org

FISCAL YEAR 2002

Federal Outlook for Exceptional Children

JUNE 2001

Public Policy Unit
The Council for Exceptional Children

ISBN 0-86586-380-6

Copyright © June 2001 by The Council for Exceptional Children,
1110 North Glebe Road, Suite 300, Virginia 22201-5704.

Stock No. R5460

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the copyright owner.

Printed in the United States of America.

10 9 8 7 6 5 4 3 2 1

TABLE OF CONTENTS

Foreword
Budget Overview 1
FY 2002 Appropriations Request for Federal Programs for the Education of Exceptional Children 3

Individuals with Disabilities Education Act (IDEA)

State and Local Grant Program (Part B) 5
Preschool Grants (Section 619) 21
Early Intervention Program (Part C) 35
Support Programs (Part D) 45
  Subpart 1—State Program Improvement Grants 55
  Subpart 2—Administrative Provisions 63
  Research and Innovation to Improve Services and Results for Children with Disabilities 69
  Personnel Preparation to Improve Services and Results for Children with Disabilities 83
  Studies and Evaluations 91
  Coordinated Technical Assistance, Support, and Dissemination of Information 99
  Technology Development, Demonstration, and Utilization; and Media Services 117

Education of Gifted and Talented Children

Gifted and Talented Grants 127

FOREWORD

The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents, and others concerned with the education of children with disabilities, giftedness, or both, annually publishes the *Federal Outlook for Exceptional Children*. The *Outlook* is designed to explain federal programs for children with exceptionalities and the important needs that each of them meet. CEC hopes that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

This *Outlook* contains descriptions of the programs in IDEA and Gifted legislation. It also includes success stories about the children who benefit from early intervention, preschool, special education, gifted programming and support programs to convey the necessity of continued funding for FY 2002 and subsequent years. Also included in the information given on each program are CEC's recommendations on program funding levels.

The Council for Exceptional Children (CEC) is advocating for greatly increased federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run.

Nancy D. Safer
Executive Director

Budget Overview

The Individuals with Disabilities Education Act (IDEA) is a powerful civil rights law with a long and successful history. More than 25 years ago, Congress passed Public Law 94-142, a law that gave new promises, and new guarantees, to children with disabilities. IDEA has been a very successful law that has made significant progress in addressing the problems that existed in 1975. The IDEA Amendments of 1997 show that Congress is strongly committed to the right to a free appropriate public education (FAPE) for all children with disabilities. Close to 6.5 million children with disabilities are now receiving special education and related services.

Federal research shows that investment in the education of children with disabilities from birth throughout their school years has rewards and benefits, not only for children with disabilities and their families, but for our whole society. We have proven that promoting educational opportunity for our children with disabilities directly impacts their ability to live independent lives as contributing members of society. Today, infants and toddlers with disabilities receive early intervention services; most children with disabilities attend school together with children without disabilities; and young people with disabilities learn study skills, life skills, and work skills that will allow them to be independent and productive adults. The number of young adults enrolled in post-secondary education has tripled, and the unemployment rate for individuals with disabilities in their twenties is almost half that of their older counterparts.

The Council for Exceptional Children (CEC) has stepped up its campaign to fully fund the Individuals with Disabilities Education Act, or IDEA. The Guaranteed Full Funding for IDEA campaign calls on the 107th Congress and the Administration to pay its full share of the cost of educating children with disabilities by passing legislation this year that guarantees full funding for IDEA within six years, or no later than FY 2007. For FY 2002, CEC is advocating a total federal annual appropriation for IDEA of $10.46 billion, including increased appropriations for the IDEA Part B Grants to States Program and preschool grants, as well as the Part C Infants and Toddlers Program and Part D support programs.

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of educating children with disabilities. That amount - commonly referred to as the "IDEA full funding" amount - is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

Children and families are shortchanged when more than 35,000 teachers without appropriate licenses teach students with disabilities each year because funds are not available to recruit and train qualified teachers. They are shortchanged when research-based educational practices are not available in schools as a result of 10 years of stagnant federal funding for educational research. And they are shortchanged when adequate funds are not available to provide developmentally appropriate early intervention services to eligible infants, toddlers, and preschool children with disabilities.

For 25 years Congress has promised to fully fund IDEA, yet funding is only at 15 percent of the national average per pupil expenditure. Congress should fulfill its promise; IDEA funding should be mandatory.

BEST COPY AVAILABLE

First, CEC calls on Congress and the Administration to increase federal spending over the next six years. Funding for IDEA would be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2002: $8.8 billion -
  $2.46 billion more than FY 2001
- FY 2003: $11.3 billion
- FY 2004: $13.8 billion
- FY 2005: $16.3 billion
- FY 2006: $18.3 billion
- FY 2007: $21.8 billion -
  Full funding for Part B is reached

Second, CEC calls on Congress and the Administration to secure increased funds to promote personnel preparation, research, and other national activities that will improve educational results for children and youth with disabilities, as well as provide additional funding for preschool grants and the early intervention program for infants and toddlers. Specifically, CEC calls on Congress and the Administration to enact legislation this year to guarantee the following appropriations levels for FY 2002:

- $574 million for Part B preschool grants.
- $425 million for the Part C Infants
  and Toddlers Program.
- $[illegible]60 million for Part D program supports.

In addition, CEC is engaged in a major effort to increase funding for the Jacob K. Javits Gifted and Talented Student's Education Act of 1988, which is authorized under the Elementary and Secondary Education Act of 1965, as well as advocating that the government expand its support for students who are gifted and talented by allocating funds for state grants to support gifted education programs and services. In order to regain the momentum that was lost under the Clinton Administration, CEC recommends an expenditure of $170 million for FY 2002 to maintain the current activities under the Jacob Javits Act as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

CEC looks forward to continuing to work with the 107th Congress to ensure that the federal commitment to education programs for children with special needs is maintained. Further, we hope that fully funding IDEA will remain a priority in the coming year.

For additional information, please contact:

Public Policy Unit
The Council for Exceptional Children
1110 North Glebe Road
Arlington, VA 22201-5704
703-264-9498

THE COUNCIL FOR EXCEPTIONAL CHILDREN FY 2002 APPROPRIATION RECOMMENDATIONS FOR FEDERAL PROGRAMS FOR THE EDUCATION OF EXCEPTIONAL CHILDREN (in thousands)

Programs	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 Administration's Request*	*FY 2002 CEC Recommends*
Individuals w/Disabilities Education Act				
• State and Local Grant Program	$4,989,686	$6,339,685	$7,339,685	$8,799,685
• Preschool Grants	390,000	390,000	390,000	574,000
• Early Intervention Program (Part C)	375,000	383,567	383,567	425,000
Part D Support Programs				
• State Program Improvement Grants	35,200	49,200	49,200	99,396
• Research and Innovation	64,433	77,353[1]	70,000	156,288
• Personnel Preparation	81,952	81,952	81,952	165,528
• Studies and Evaluations	12,948	15,948	15,000	–,–[2]
• Coordinated Technical Assistance, Support, and Dissemination of Information	45,481	53,481	53,481	108,042
• Parent Training	18,535	26,000	26,000	52,536
• Technology Development, Demonstration and Utilization, and Media Services	35,910	38,710[3]	31,710	78,210
Part D Support Programs Total	**294,459**	**342,644**	**327,343**	**660,000**
IDEA TOTAL	**$6,049,145**	**$7,455,896**	**$8,440,595**	**$10,458,685**
Gifted and Talented Grants				
• Jacob K. Javits Gifted and Talented Grants	$6,500	$7,500	–,–[4]	$10,000
• Proposed legislation, "Gifted and Talented Students Education Act of 2001" (S. 421 and H.R. 490)	–,–	–,–	–,–[5]	$160,000

---

[1] Includes $7.353 million in one-time appropriations for special projects.

[2] CEC recommends that this amount be indexed as provided by statute.

[3] Includes $11 million in one-time appropriations for special projects.

[4] FY 2002 Gifted and Talented appropriation request is included in optional block grant activities to states.

[5] Proposed legislation not included in Administration's budget request.

From: Public Policy Unit, The Council for Exceptional Children, May 25, 2001.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part B
State and Local Grant Program

STUDENTS WIN ARIZONA CEC 2001 "I CAN DO IT" AWARDS

Chris Marcus has game! Just watch him play basketball and you can see his skill and his love for the sport. For the past two years Chris has even tried out for the school team and persevered through three grueling tryouts each time. Chris' confidence on the court has lead to increased confidence off the court as well. Chris attends school in the Pendergast School District in Arizona. This year he participates in three full-inclusion classes, routinely completes all his homework and school assignments, self-monitors his work and behavior performance, and was asked to work at the cafeteria snack bar.

All of this is quite a proud accomplishment considering that Chris has an emotional disability and was placed in off-campus alternative schools since grade three. He has made tremendous progress and over the past two years, Chris has been on campus in an alternative program. This is where Chris has truly risen to the opportunity and has reaped the rewards. He is full of self-confidence, ready to take academic risks, and can't wait to hit high school! His teachers nominated him and he proudly accepted the 2001 Arizona CEC "I Can Do It" award.

Blanca Jimenez, a 7th grader at Isaac Middle School in Phoenix, Arizona, also received the Arizona 2001 CEC "I Can Do It" award. Her general education teachers nominated her for the award. Blanca works very hard in all her classes and uses the accommodations in her IEP particularly to help her with her reading. All Blanca's efforts assist her in succeeding in the general curriculum. She has been identified with a specific learning disability.

Blanca spends her day in an inclusive setting with her peers. Students and teachers like her because of her positive attitude about herself, her peers and her school. She is rarely seen without her wonderful smile. According to her teachers, "Blanca is a pleasure to have as a student and genuinely deserves this award."

Submitted by Arizona CEC

BEST COPY AVAILABLE

UTAH STUDENT "LOVES HIS LIFE!"

A few months before Nathan was to enter kindergarten, he was diagnosed with developmental delays and a severe communication disorder. Nate immediately began receiving services through IDEA, including special education, occupational therapy, adaptive physical education, speech therapy and psychological services. Nathan's mother says that these early services got Nate off to a good start in school.

Throughout his years in school, Nathan continued to receive services through IDEA that capitalized on his many strengths. As Nathan entered high school, his transition program expanded his environments into the community with activities that taught him how to shop, access public transportation, access recreational opportunities and, most importantly, how to work.

Nathan recently graduated from South Valley School... on his 22nd birthday. He now maintains two successful part-time jobs, independently uses public transportation, and earns enough to maintain an admirable lifestyle. If you ask him, Nathan will tell you that he "...loves his life!"

Just before his senior year was to begin, Nathan was involved in a serious auto pedestrian accident, which left him with severe head injuries. After he awakened from a coma, Nathan had forgotten almost everything he had been taught during the previous 17 years. Again, with an incredible attitude and a new IEP in place, Nathan started working hard once more. Nathan recently graduated from South Valley School, a school in Jordan School District in Utah, on his 22nd birthday. He now maintains two successful part-time jobs, independently uses public transportation, and earns enough to maintain an admirable lifestyle. Nathan has developed an amazing network of social contacts that keep him happily occupied. If you ask him, Nathan will tell you that he "...loves his life!" Nathan and his family are truly grateful for IDEA and the army of skilled professionals who helped Nate make a great life for himself.

BEST COPY AVAILABLE

IDEA HELPS NEW JERSEY STUDENT ACHIEVE ACADEMIC AND PERSONAL SUCCESS

Rachel Slaughter is a fourth-grade student at the Upper Township Elementary School in Marmora, NJ. Diagnosed with Down syndrome at birth, Rachel began in the state's Early Intervention Program at the age of five weeks.

At three, she was enrolled in the district's preschool program for children with disabilities. Her academic readiness skills, language and social skills were all delayed. Rachel attended a regular kindergarten class in her home school in Upper Township. She was provided with a paraprofessional (made available through IDEA funds) and given speech/language therapy several times a week. This type of program has continued until the present. Over the years she has also received some support through the Resource Center. This year she spends 45 minutes a day participating in Skills of Daily Living Activities within a self-contained class.

Although Rachel's academic skills are not at the level of her classmates, she continues to make growth in all areas and participates routinely in classroom activities. Rachel particularly enjoys reading; she takes turns reading aloud in class just like any other student. Rachel is a natural actress and was one of the first in her class to memorize her lines for a class play. She also works each week at GROOVY GEAR, a school store that is run by her class.

Social skills have been a particular challenge for Rachel. She is often able to make good decisions about her behavior. When she doesn't make good decisions, she listens carefully to school personnel who guide her. The key is not to pressure her into instant decisions. Rachel needs time to work things out!

Rachel adds to the class environment with her cheery disposition. She is very affectionate and her sense of humor is well known. At any moment, she can make the entire room laugh! One of Rachel's favorite school activities is when her teacher reads from a novel each day. She quietly eats her snack and concentrates on the story, modeling good behavior for the rest of the class.

Through IDEA, Rachel has received the vast majority of her education with peers who are nondisabled. The experience has at times been challenging, but always worthwhile. Rachel has accomplished academic and personal feats that may not have been expected in a more restricted environment. Through routine positive experiences with Rachel, the other children in the class have learned to understand, accept, and even appreciate her differences.

Marie Taylor, Learning Consultant

IDEA SERVICES PREPARE WISCONSIN STUDENT FOR LIFE AFTER SCHOOL

Jeff Krings is a 17-year-old young man with the diagnosis of cognitive disability (mental retardation) with attention deficit disorder. He is a junior at Plum City High School in Plum City, Wisconsin. He lives at home with his mother and father and two older brothers on their family farm.

Jeff had speech/language and occupational therapy services in an early intervention program for one year before starting school at the age of 3 through an Early Childhood Exceptional Educational Needs Program. He received special education, speech/language and occupational therapy through this program, which was provided in a neighboring school in Durand, Wisconsin. Services were provided under an agreement between Plum City School District and Durand School District. Jeff stayed in this program for 3 years until the age of 6.

Jeff then attended school in his home school district. Because of his unique needs, Jeff was able to attend Kindergarten 5 full days a week. This individualized program was of great benefit to Jeff, as it gave him a head start, enabling him to go into first grade much better prepared. He received speech/language services, along with occupational therapy as a related service. Jeff continued getting assistance from the cognitive disability teacher in reading, math, and written language, speech/language therapy and occupational therapy as a related service through elementary school and middle school. Occupational therapy primarily worked on improving Jeff's motor coordination, attending (study skills), personal hygiene and social skills. Speech/language services stressed social pragmatic skills and improving both expressive and receptive language skills.

IDEA...enabled the IEP team to create an individualized program for Jeff that included courses that would benefit him for future employment. It also gave him the opportunity to get hands-on work experience within the school program.

In high school now, Jeff is preparing to take his written test to get his driving permit. He is the manager of the football and basketball teams, in the high school choir, is active in the Future Farmers of America (FFA), and he's preparing for the world outside of high school. He works regularly on a neighbor's farm through a work-study program at school, and plans to be a farm hand when he graduates. He takes all the Agriculture and Technological Education Courses he can fit into his schedule, as well as courses in Consumer Education

continues

and Family Living to prepare him for living independently. He has had individualized courses in cooking, meal planning, and personal finance.

The challenges that Jeff and his family have had to meet along the way were many. Each stage of his development, as with regular education students, presented different problems. The entire special education team, including Jeff's special education teacher, regular education teacher, speech/language therapist, occupational therapist, school psychologist, principal, his parents and - in high school - Jeff himself, would meet to discuss the issue and come up with a solution that met his unique needs. One would think that a small school district with few resources would not be able to provide Jeff with many opportunities. However, the school staff was very committed to do what was best for Jeff and was very creative and innovative in their solutions.

Jeff's math and reading skills are now between the 5th and 6th grade levels; he's able to read well enough to read a newspaper and to follow a recipe. He uses some assistive technology to help him in school, such as a calculator and talking hand held spell checker. Jeff also uses a notebook to keep track of his assignments and to communicate with his parents easily. His parents have always been one of his best assets, working with him at night on assignments, studying for tests, and helping to modify his work so he could succeed.

IDEA has enabled Jeff to be educated in his community with his peers. It has allowed him the opportunity to have modified and altered classes which meet his needs and skill level; tests could be read to him, he could dictate his answers to essay questions, and technology was provided to make learning easier for him. It enabled the IEP team to create an individualized program for Jeff that included courses that would benefit him for future employment. It also gave him the opportunity to get hands-on work experience within the school program.

Jeff has grown and matured, and he was recently a groomsman in his older brother's wedding. He had a wonderful time, did an excellent job, and danced with everyone at the reception.

IDEA enabled Jeff to have a team of professionals to assist him and his family in dealing with the important decisions and dilemmas of school. He will be working more on making the transition from school to work in his last year of high school. Those who have worked with Jeff and his family have had the unique opportunity to see how effectively a concept of a free appropriate public education for all works. It has been my privilege and pleasure to be part of his team.

Judie Sage, MSE, OTR, Occupational Therapist
Nelson, Wisconsin

IDEA PART B FUNDS ASSIST SETH TOWARDS INDEPENDENCE

Seth King, 22 years old, lives in a supported living facility and works part time at Albertsons. Seth attended Boulder High School in the Boulder Valley School District in Colorado. He received IDEA Part B special education services throughout school for Asperger's syndrome, which is a form of autism. Seth had difficulties at school with inappropriate outbursts, physical violence, not completing assignments and low self-care skills. Seth had difficulties at home resulting in a stressful home environment.

Seth entered the transition program at 18, interested in working. He had no job training but an interest in computers. His strengths were his basic computer literacy, love of reading and an ability to articulate. He rode the city bus to and from his home but was afraid of trying other routes. He had a difficult time making friends and had no social outlets.

We started travel training, assisting him in traveling on alternate bus routes. He needed consistency and predictability in his life; therefore, we set a schedule, which both Seth and the staff member adhered to exactly. In case of a change, both parties were responsible to contact the other. This activity helped Seth predict his daily routine. We assisted Seth in enrolling in the Technical Education Center in the Boulder Valley School District in auto mechanics which he expressed an interest in. Seth had difficulty attending the class regularly and cooperating with the teacher. The teacher set up special accommodations, but Seth was unable to follow through.

We set up job experiences for Seth but because of outbursts and lack of follow through, they were unsuccessful. We assisted Seth in participating in Chinook Program in Boulder (a day facility for mental health, social and vocational support.) After numerous outbursts at home Seth was placed in a 24-hour emergency care facility called Cedar House which helped him learn to deal with difficulties in a more calm manner. We assisted the family in applying for emergency funding from the Developmental Disabilities Center in Boulder and Seth was placed in a home with 24-hour staff.

Seth continues to live in the support home in Lafayette and works part-time at Albertsons in Lousiville. His skill in using the bus enables him to transport himself and he hopes the job will continue long into the future. His relationship with his family has improved as well. In Seth's case we found that continued agency support will be necessary in order for him to be as independent as possible, happy and successful.

Chris Wecker, Boulder Valley School District

IDEA HELPS MINNESOTA BOY SUCCEED IN SCHOOL

Brian Ogaard is a third-grade student at Cokato Elementary School in Cokato, Minnesota. He was originally diagnosed with a speech/language disability at the preschool age and was later identified as also having emotional and behavioral disorders.

Brian began his learning career as a preschooler in the Early Childhood Special Education program in the Dassel-Cokato School District (ISD 466) with a speech/language disability and some emerging needs in the behavioral and academic areas. He then moved on to begin his kindergarten career within his home school at Cokato Elementary. At that time his instructional program basically related to his speech and language needs.

During his first year within the kindergarten setting, Brian exhibited a marked increase in his inappropriate behaviors, which were manifested in his inability to be an active learner within the school environment. He was frequently removed from his classroom and either placed in the principal's office or another setting due to his refusals to work, his outbursts, and his temper tantrums; all of which were interfering with his classmates' learning and his teacher's ability to teach. At Brian's mother's request, and as a result of Brian's lack of participation in the learning environment that year, he repeated kindergarten. It was at this time that the school conducted further assessments, and Brian was identified as a student with emotional and behavioral disorders (EBD).

He began receiving direct instruction from the EBD special education teacher, addressing both academic skills and behavioral skills. His academic needs were addressed through an inclusion program, where his special education teacher teamed with his classroom teacher in order to meet his needs within the regular classroom setting to the maximum extent appropriate. He also received one-to-one pull-out support from his special education teacher and the speech/language pathologist, and participated in a small group pull-out session daily, which addressed behavioral instruction, and had a behavioral reinforcement plan based on positive reinforcers. Brian also had a one-to-one management assistant to help with addressing the behavioral needs within the classroom setting as well as providing adaptations and modifications to the classroom curriculum under the direction of the special education team. This entire plan was created through the collaboration of Brian's mother, his regular education teachers, and the special education staff. With constant collaboration, monitoring, and adjusting, a very successful program was implemented.

continues

BEST COPY AVAILABLE

This school year has brought about some rather significant changes in his programming. Because of Brian's increased success and appropriate behaviors in school, Brian's management assistant is providing less direct support to him, and in fact is frequently only monitoring his behaviors and some of the academic modifications. Brian continues to receive direct instruction in the areas of reading and behavioral training from his special education teacher, but such instruction occurs only three or four days per week rather than the five days that were formerly provided. Brian also continues to receive speech therapy, but his speech is significantly improved and he is now highly intelligible. It's exciting for all to see how Brian has grown from a non-participant in his learning to an extremely active learner who also exhibits quite appropriate socialization skills; Brian has also developed good skills for dealing with anger and frustration.

Brian definitely has benefited from all the services that he has received through both the special and regular education programs. He is a prime example of what IDEA can do for the success of all students. He is truly a joy to have within the school setting and his mother indicates much of the same successes within the home environment!

Submitted by: Mary J. Litfin, MS, PRSE
Special Educator (EBD/LD/MMMI)
Dassel-Cokato Schools

State and Local Grant Program (Part B)

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$4,310,700	$4,989,686	$6,339,685	$8,799,685

AUTHORIZING PROVISION

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act of 1986, P.L. 99-457, the Amendments of 1990, P.L. 101-476, and the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. This program may still be referred to as P.L. 94-142. It is authorized at "such sums."

PURPOSE

The Individuals with Disabilities Education Act State and Local Grant Program (Part B) is the central vehicle through which the Federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

WHO RECEIVES FUNDING

State education agencies (SEAs) and, through them, local education agencies (LEAs) and educational service agencies are eligible for grants under this program. Each state receives the amount it received in the previous year, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3 through 21 as long as a free appropriate public education (FAPE) is ensured for that age range; and (b) 15% based upon the relative population of children under (a) who are living in poverty. The reauthorized legislation delineates the share of the state Part B allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Close to 6.3 million children with disabilities nationwide, ages 3 through 21, are receiving special education and related services. For purposes of federal funding, students with disabilities include: students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, and other health impairments, or specific learning disabilities who require special education and related services. At state and local discretion, it also includes children with developmental delay, aged 3 through 9 years.

FUNDING CONSIDERATIONS

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of

RECENT FUNDING HISTORY (in thousands)

Fiscal Year	*Authorized*	*Administration's Request*	*Appropriated*
1994	$10,400,000	$2,163,710	$2,149,690
1995	$11,700,000	$2,353,030	$2,322,920
1996	$12,083,270	$2,772,460*	$2,323,840
1997	$13,815,610	$2,603,250	$3,107,520
1998	$14,639,123	$3,248,750	$3,801,000
1999	$15,354,920	$3,804,000	$4,310,700
2000	$15,711,160	$4,314,000	$4,989,686
2001	$17,348,443	$5,279,770	$6,339,685

educating children with disabilities. That amount - commonly referred to as the "IDEA full funding" amount - is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

CEC RECOMMENDS

CEC recommends a $2.46 billion increase in the State and Local Grant Program for a total of $8.80 billion for FY 2002. For 25 years, Congress has promised to fully fund IDEA, yet funding is only at 15 percent of the national average per pupil expenditure (APPE.) As a result, state and local governments have had to bear a disproportionate share of these costs. IDEA authorizes Congress to appropriate 40 percent of the APPE multiplied by the number of children with disabilities served under IDEA in each state.

Congress appropriated a 34% increase in Part B for 1997, a 22% increase for FY 1998, a 13% increase for FY 1999, a 13% increase for FY 2000, and a 21% increase for FY 2001. However, these increases only represent a "down payment" on the future fiscal partnership that is necessary to fufill the promise to fully fund IDEA.

CEC calls on Congress and the President to increase federal spending over the next six years. Funding for IDEA should be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2002: $8.8 billion - $2.46 billion more than FY 2001
- FY 2003: $11.3 billion
- FY 2004: $13.8 billion
- FY 2005: $16.3 billion
- FY 2006: $18.3 billion
- FY 2007: $21.8 billion - Full funding for Part B is reached.

Photo courtesy of June Maker.

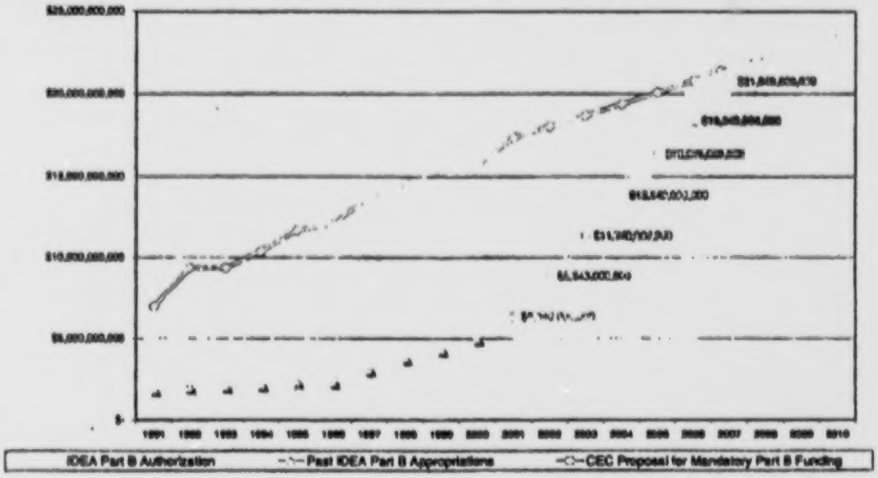
With state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services needed by students with disabilities. This reality, coupled with the continually growing and appropriate emphasis on high educational standards for all students in our nation, demonstrates the need for an adequate federal contribution to Part B.

To effectively implement IDEA, funding is needed for extensive improvement in collaboration between special and general education. IDEA encourages, among other priorities, comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These improvements simply cannot be made without a substantial increase in federal funding.

CEC calls on Congress and the President to give IDEA funding the high priority it requires. An appropriation of $8.80 billion for FY 2002 will represent an important reaffirmation of the federal commitment to IDEA. School children cannot wait! Congress should fulfill its promise; IDEA funding should be mandatory.

Council for Exceptional Children

Council for Exceptional Children - Guaranteed Full Funding for IDEA Campaign Part B Grants to States Programs



For more information call: Deborah A. Ziegler, Assistant Executive Director for Public Policy, Council for Exceptional Children (703) 264-9406 or David Egnor, Senior Director of Public Policy, Council for Exceptional Children (703) 264-9453

1110 N. Glebe Road, Suite 300, Arlington, VA 22201-5704 (P) 800.224.6830 (TTY) 866.915.5000 (F) 703.715.8412

BEST COPY AVAILABLE

PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2000 (SCHOOL YEAR 2000 - 2001)
PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*Total Allocation*
National Total	**$4,989,685,000**
Alabama	$79,372,913
Alaska	$14,360,167
Arizona	$71,831,645
Arkansas	$46,925,276
California	$505,630,798
Colorado	$60,836,940
Connecticut	$60,621,805
Delaware	$13,161,054
District of Columbia	$6,617,417
Florida	$274,310,784
Georgia	$126,278,991
Hawaii	$16,598,674
Idaho	$22,338,848
Illinois	$222,970,401
Indiana	$115,783,816
Iowa	$56,057,887
Kansas	$46,805,142
Kentucky	$69,988,093
Louisiana	$77,220,761
Maine	$25,125,639
Maryland	$88,552,235
Massachusetts	$130,345,374
Michigan	$168,624,335
Minnesota	$85,579,363
Mississippi	$49,978,299
Missouri	$103,938,330
Montana	$15,239,841
Nebraska	$34,286,654
Nevada	$27,013,687
New Hampshire	$21,791,090
New Jersey	$165,972,682
New Mexico	$41,240,344
New York	$342,212,717
North Carolina	$132,570,043
North Dakota	$10,686,617

continues

PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2000 (SCHOOL YEAR 2000 - 2001)
PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS (CONTINUED)

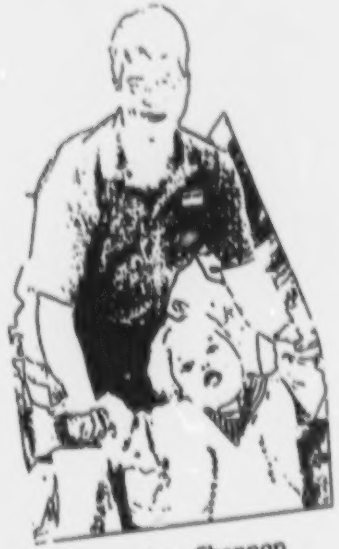
State/Eligible Jurisdiction	*Total Allocation*
Ohio	$186,600,288
Oklahoma	$64,473,544
Oregon	$56,238,461
Pennsylvania	$183,436,695
Rhode Island	$20,079,813
South Carolina	$78,237,560
South Dakota	$12,730,542
Tennessee	$101,635,101
Texas	$393,361,010
Utah	$44,724,721
Vermont	$10,303,939
Virginia	$121,999,520
Washington	$92,258,094
West Virginia	$34,872,055
Wisconsin	$92,662,516
Wyoming	$10,809,853
Puerto Rico	$43,909,097
Dept. of the Interior (BIA)	$61,173,538
American Samoa	$4,956,510
Guam	$11,974,852
Northern Marianas	$3,056,556
Virgin Islands	$9,078,705
Pacific Basin Competition	$7,243,368
Evaluation Set-Aside	*$13,000,000*

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part B Section 619

Preschool Grants Program

AN AMAZING STORY OF SUCCESS WITH SUPPORTS AND SERVICES IN STERLING VIRGINIA



Our Daughter Shannon was born prematurely at 29 weeks gestation with severe congenital heart defects. We were urged to "make her comfortable and let her go", as her cardiac anomalies in conjunction with her prematurity appeared hopeless. We could not make that choice, and decided to give Shannon every chance to live. That choice resulted in Shannon having three palliative heart surgeries, a tracheostomy to provide an airway and gastronomy tube to enable her to receive nutrients. Shannon spent the first three years of her life in hospitals.

Shannon came home to us in Loudoun County Virginia at the age of three. She currently receives homebound services, which include speech, physical and occupational therapies because of severe developmental delays. When Shannon initially came home, she was not able to sit up on her own or crawl. She had few words, was not open to new experiences of any kind and would take no food by mouth.

Now, only 19 months later, she stands independently, walks with a finger held for support and is taking some independent steps. She has quite a few words now and certainly makes her needs known! Shannon is also drinking from a cup and, following a swallow study in the next few weeks, we are hoping to be more aggressive with her eating by mouth. According to her occupational therapist, Rebecca Argabrite Grove, a very important person in Shannon's life, "The progress she has made to date is phenomenal. The combination of intensive therapy (OT, PT, and Speech) along with a supportive and stimulating home environment has facilitated Shannon's progress down the developmental milestone path. A good part of the journey is still left ahead, but with one hand held by her family and the other by her educational team she will be able to reach her ultimate destination no matter how long it takes."

continues

BEST COPY AVAILABLE

Shannon's metamorphosis has been amazing, and it is in large part due to the services we have been able to receive through IDEA and the dedicated professionals we have been lucky to have working with us. We also have a school system that is EAGERLY awaiting Shannon's arrival to the classroom setting this fall.

The medical/insurance issues we have faced have certainly been challenging, but it has been a relief because of IDEA not to have to fight the developmental battles. IDEA has paved the way for that part of Shannon's success!

Michele Ryan Ward and Richard William Ward

Shannon's Mom & Dad

BEST COPY AVAILABLE

27

Jake Myers attends Kent City Community Schools in Kent City Michigan. Jake is now eight years old and in second grade and no longer requires special education services. Earlier in his educational career, Jake was identified as having an emotional impairment. Jake was in a Preprimary Impaired classroom for one year and in a self-contained kindergarten program for children who were emotionally impaired the following year. In first grade he only received limited resource room assistance.

Jake had a difficult time controlling his emotions from an early age. Jake's mother, Sherri Meyers-Meeuwes, worked with Jake on his social/emotional health but sought the help of the school system when he was only three. The school set up a behavioral plan for Jake that was carried out in the classroom and at home. This behavior plan was in accordance with IDEA. The school staff and Jake's family worked closely together to make Jake's discipline plan as consistent as possible.

Halfway through Jake's kindergarten year a great deal of improvement was noted in his behavior. Jake's temper tantrums seemed to disappear, his social skills grew to age level, and he was much less confrontational. Jake is an extremely intelligent child and he worked hard at achieving his behavioral goals.

Last spring, Jake was exited from all special education services. The behavior plans and special education services helped Jake to achieve his goals. The real praise for Jake's exit from special education services belongs to Jake himself for working so hard at learning to control his emotions and to his mother for supporting him in his education. A shining example of the importance and influence of early childhood intervention, Jake Meyers is a true success story.

BEST COPY AVAILABLE

UTAH PRESCHOOLER GRADUATES AND HEADS TO NEIGHBORHOOD KINDERGARTEN CLASS

My daughter, Kenly Marie Moore of Farmington, Utah graduated from Knowlton Elementary Preschool in the Davis School District on May 17, 2001. Kenly, age 5 ½, has Down syndrome and completed her three years of preschool in an inclusive setting with a remarkably devoted teacher, Mrs. Chris Mooney, who has magnified the ideals for which IDEA stands.

Shortly after her birth on September 3, 1995, Kenly began receiving early intervention services through a program at Utah State University, including occupational, physical, and speech therapy. She completed her early intervention years in Davis County. Days after her third birthday in 1998, Kenly transitioned to the Davis District preschool program. As her mother, I was concerned that Kenly would be "in over her head" at preschool with her typical peers because of Kenly's delays. Kenly, at age 3, was not walking, had limited speech, and was still in diapers. I was so worried—I followed Kenly's preschool bus for a week, concerned that my vulnerable baby was too young and delayed to be embarking on such an adventure.

Instead, Kenly rose to the challenge. Utilizing her talent to model others' behavior, Kenly realized she, too, should learn to walk, and did so within two months of beginning preschool. Her expressive language began blossoming as she interacted with typical peers, and this progress was strengthened with speech therapy sessions within the classroom. She follows the classroom routine, sings along with all the songs, says the Pledge of Allegiance, is toilet trained, and has begun to grasp what behaviors are socially appropriate through her interaction with the other kids.

All of this would not have transpired—indeed, would have been nearly impossible—without IDEA. Kenly is now excited to attend kindergarten in her neighborhood elementary school, Reading Elementary, in Fall 2001. As her parents, we are anxious to see quality special education services continued, maximizing the educational benefit to Kenly.

Parents of children with disabilities must remain involved in every single aspect of their children's lives. They must mediate, orchestrate, and advocate in order to ensure positive outcomes for their children. Added to the ordinary routines of life, this devotion can be exhausting.

continues

With all the challenges that accompany a child with disabilities (behavior issues; medical expenses for cardiologists, pulmonologists, ophthalmologists, speech, PT, OT, etc; safety issues; keeping informed on current disability and legislative issues; finding qualified child care; applying for services; constant evaluations; endless appointments), parents must be able to depend on IDEA to guarantee their children's rights to a free appropriate public education in the least restrictive environment. This will help them reach their fullest future potential. Kenly's ultimate goal is to live a full and independent life in her community, which is only possible through a successful and adequately supported educational experience.

The laws under IDEA have helped Kenly build a firm foundation upon which she will build her life.

Amy Burton Moore
Kenly's mom

BEST COPY AVAILABLE

Preschool Grants

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$373,985	$390,000	$390,000	$574,000

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. The program is authorized at "such sums".

PURPOSE

The Preschool Grants Program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services. In 1986, only half the states ensured services to preschoolers with disabilities. Since 1987 when this expanded program began operating, the number of children served has increased from 265,000 to 588,000 in school year 1999-2000.

WHO RECEIVES FUNDING

State education agencies (SEAs), and through them, local education agencies (LEAs) and educational service agencies, are eligible for grants under this program. The distribution formula for this program changed in FY 1998. Each state receives the amount it received in FY 1997, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3 through 5; and (b) 15% based upon the relative population of all children ages 3 through 5 who are living in poverty. The legislation delineates the share of the State Preschool grant allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

FUNDING CONSIDERATIONS

In FY 2001 the Federal government appropriated $390 million for the Preschool Grants Program. This program has had little or no increase for several years. This is particularly problematic since the number of children served by the program has continued to increase each year. Since 1987, the

RECENT FUNDING HISTORY (in thousands)

Fiscal Year	*Authorized*	*Administration's Request*	*Appropriated*
1994	formula	$343,750	$339,260
1995	formula	$367,270	$360,270
1996	formula	—*	$360,410
1997	formula	$380,000	$360,400
1998	$500,000	$374,830	$373,985
1999	"such sums"	$373,990	$373,985
2000	"such sums"	$402,435	$390,000
2001	"such sums"	$390,000	$390,000

*The President requested one appropriation for both the Part B State Grant program and the Preschool program.

nationwide preschool child count has grown by more than 323,000. The federal appropriation has failed to keep pace with the growth in the program. Consequently, state and local governments have had to pick up the remaining costs of these critical programs. The amount available per child for this program has dropped from its high in 1992 of $803 per child to a projected figure of $637 per child in 2002 per the Administration's request.

CEC RECOMMENDS

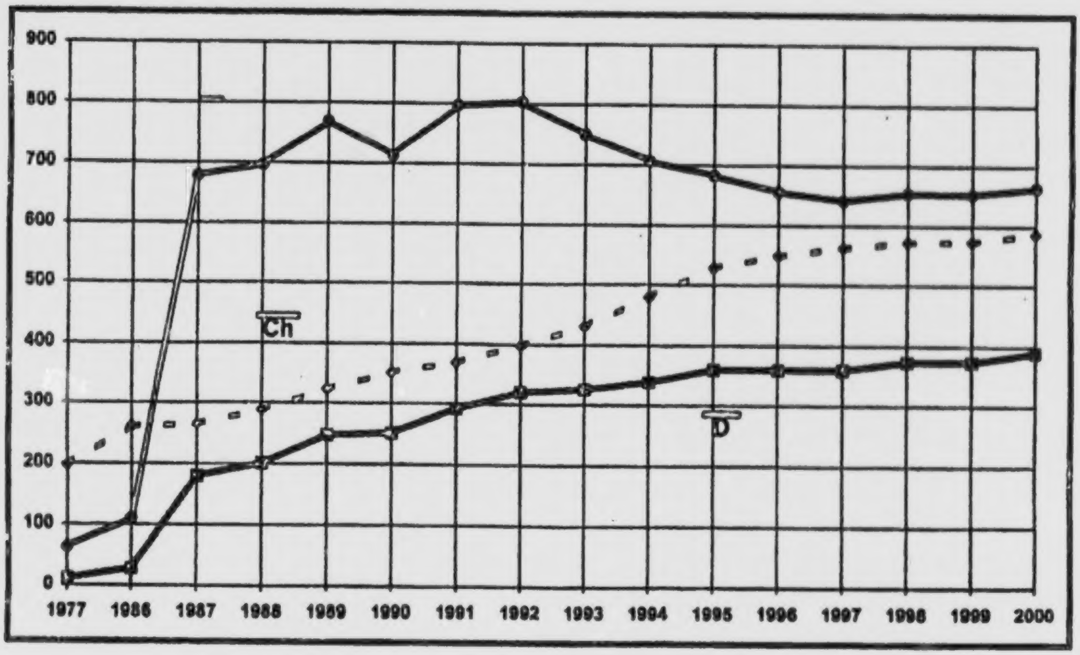
CEC recommends $574 million for the Preschool Grants Program in FY 2002. The federal growth in the appropriation for this program has not kept pace with the significant increase in the number of children served by the program. The per child amount available has continued to decrease each year since 1992, as the child count continues to increase. CEC requests an appropriation based on $950 per child allocation for FY 2002 multiplied by the number of children enrolled in the Part B Preschool Program in each state. Congress should live up to its original promise to fully fund the Part B Preschool Program by providing the promised allocation of $1500 per child. To accomplish this, Congress should increase the per child allocation by $110 each year to reach full funding (i.e., $1500 per child allocation) by FY 2007 at an estimated cost of $953 million in FY 2007 [figure takes into account projected increase in program enrollment based on an established model of diminishing percentage of special education enrollment levels until full parity is reached between projected increases in special education and general population enrollment rates (SOURCE: US Department of Education, Office of Special Education and Rehabilitative Services)]. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn. "

NATIONAL PROGRAM DATA

	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Dollars (millions) 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390
Children (thousands) Children (thousands) receiving FAPE on December 1 of each federal fiscal year	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587
$ Per Child Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664

*For example, for fiscal year 1986, 261,000 children were reported to be receiving services as of December 1, 1985. Reprinted from deFosset, S. (2001). *Section 619 Profile* (10th ed.) (p. 36).

COMPARISON OF GROWTH IN 619 PRESCHOOL PROGRAM WITH FEDERAL 619 APPROPRIATIONS



The above information was provided by the National Early Childhood Technical Assistance System (NECTAS).

BEST COPY AVAILABLE

PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2000 (SCHOOL YEAR 2000 - 2001)
PRESCHOOL GRANTS ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*Total Allocation*
National Total	$390,000,000
Alabama	$5,730,375
Alaska	$1,294,380
Arizona	$5,545,066
Arkansas	$5,479,110
California	$39,848,701
Colorado	$5,073,769
Connecticut	$5,009,888
Delaware	$1,287,906
District of Columbia	$253,905
Florida	$18,917,454
Georgia	$10,077,250
Hawaii	$1,036,577
Idaho	$2,233,491
Illinois	$18,041,307
Indiana	$9,088,983
Iowa	$4,077,008
Kansas	$4,426,665
Kentucky	$10,431,998
Louisiana	$6,628,385
Maine	$2,567,159
Maryland	$6,824,190
Massachusetts	$10,103,890
Michigan	$12,853,643
Minnesota	$7,587,477
Mississippi	$4,321,339
Missouri	$6,171,495
Montana	$1,215,398
Nebraska	$2,306,907
Nevada	$2,312,229
New Hampshire	$1,591,180
New Jersey	$11,621,386
New Mexico	$3,256,045
New York	$34,473,989
North Carolina	$11,554,652
North Dakota	$839,536

PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE IDEA

ALLOCATIONS TO STATES AND ELIGIBLE JURSIDICTIONS SCHOOL YEAR 1999–2000 *(continued)*

State/Eligible Jurisdiction	*Total Allocation*
Ohio	$12,874,725
Oklahoma	$3,760,076
Oregon	$3,960,512
Pennsylvania	$14,293,994
Rhode Island	$1,707,269
South Carolina	$7,293,431
South Dakota	$1,496,640
Tennessee	$7,049,034
Texas	$23,676,158
Utah	$3,647,879
Vermont	$892,952
Virginia	$9,323,245
Washington	$8,343,791
West Virginia	$3,558,432
Wisconsin	$9,674,989
Wyoming	$1,090,450
Puerto Rico	$3,273,690

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part C
Early Intervention Program

IDEA PART C FUNDS HELP TODDLER TOWARDS INDEPENDENCE

Nadine Hegge is a 3 1/2 year old preschooler at Dell Rapids Public Elementary School in Dell Rapids, SD. She was born 10 weeks early as a result of the placenta previa condition I had. She was diagnosed with spastic diplegic cerebral palsy at approximately 18 months of age.

Nadine had been screened every 3 months after birth through Avera McKennan Hospital's NICU follow-up program. When she was 18 months old, the NICU doctor referred her for developmental testing by Building Blocks (Birth-to-3 Connection) in Sioux Falls, SD. As a result, Nadine began to wear foot orthotics (shoe inserts) and received physical therapy 3 times a week. The physical therapist came to our home and to our child care provider's home for her sessions and the other kids eagerly waited for their turn to be "the helper" for the therapist and Nadine. I think it was "peer pressure" that may have gotten Nadine to comply at times! At 24 months, Nadine began to walk and the very next month, she began wearing AFO's (leg braces). Currently, she is on her third pair of braces as she is growing up so fast! Shortly before her third birthday, Nadine received another developmental evaluation in order to transition from an IFSP (Birth-to-3 Connection) to an IEP. Nadine was within normal limits in her development with the exception of her gross motor skills. She continued to qualify for physical therapy services under IDEA through our school district.

Nadine has had to face many challenges - skills we just take for granted every day like sitting, squatting, walking, jumping, stair-climbing, picking up something from the floor, getting in and out of a car, etc. She is the youngest of 4 children and my husband and I noticed delays within 6-7 months after she was born. I guess we kept comparing her to our other children when they were little. Nadine does fine cognitively which kind of explains why she would get very frustrated and discouraged with her legs. She began to notice that she couldn't keep up with other kids her size. Nadine fell a lot and would cry many times if she couldn't be as fast as the other children walking across

continues

BEST COPY AVAILABLE

the room or going up and down stairs. It didn't take her long to figure out that she could get around faster if someone would carry her all the time! This happened at home many times which proved to be frustrating for my husband and I. When she began to really communicate, she was unable to speak clearly which added to her frustrations. She is now going to preschool 3 mornings a week and getting physical therapy twice a week at the school.

Through the efforts of her preschool teacher Shelly and her physical therapist Annette, Nadine has made great strides. She can walk better and her balance has improved. She can kick a ball, skip a little, and go up and down stairs now in a marching-manner (still holding onto the railing with one hand). She can even ride her little plastic trike now! She speaks much more clearly and everyone understands her now! We can tell that her vocabulary has increased immensely and her social behavior is improving. Because of the preschool and physical therapy, she has gained more confidence and courage. As a result, we see less "frustration spells" from her.

We think that programs like the Birth-to-3 Connection and Preschool have been a life-saver for my husband and I. Words cannot fully describe how much we've seen a change in Nadine. Nadine tends to relate to other kids in a physical sense first, before she will in a cognitive way or verbally. So getting her to walk better without falling as much has made a world-of-difference for her. Not only have these programs given her strength, ability, motivation, courage, and confidence, they have given us, her family, HOPE as well!

Signed: Pam and Steve Hegge and siblings Kate-17, Evan-12, and Margo-6

BEST COPY AVAILABLE

EARLY INTERVENTION SYSTEM GIVES HEAD START TO MASSACHUSETTS FAMILY

I first became a parent at the age of 32 when my son, Jared Silva, was born. I felt like my child was missing out and needed socialization. I realized I needed support and that parenting did not come naturally to me because of circumstances in my own childhood. When Jared was 16 months old, I saw a flyer for early intervention services at my local WIC agency. I called the MSPCC Early Intervention Program in New Bedford, Massachusetts and spoke to the program director. She met me at the WIC office and interviewed me to see what I was looking for. After that, she scheduled an assessment for Jared and found he was eligible for services based on our family needs. In Massachusetts, children who are at risk are also eligible for early intervention. I accepted the services.

> **I am a better parent to Jared because of early intervention.... Today Jared is a typical four-year old who is developing well**

A developmental educator came to our house for a weekly home visit and we participated in child group services once or twice a week. I had no family support and early intervention was there to be the support I needed, helping with our isolation and my fears about being a good parent to Jared.

Jared benefited from the services and now is such a loving, caring child. He gets along great with other kids in his age group and when he turned three he went to a Head Start program. I am a better parent to Jared because of early intervention. They helped me realize there was more ways to parent than I experienced in my own childhood. They were not critical of me, did not make me feel like there was a wrong or right way to do things. They were a great help! With the support and encouragement of our early intervention teachers, I realized my own strengths and learned to focus on the positive rewards of parenting. Today Jared is a typical four-year-old who is developing well.

I participated at my early intervention program and felt like a role model to other parents and encouraged parents to request other services they felt their child needed. I wrote a newsletter for parents and organized a raffle to raise money for a Christmas Party at the program. When Jared went to Head Start, I got active there and was elected to the Policy Council and then was a member of the Head Start Executive Board. I have since taken courses in child development and received my certificate and am OCCS qualified. Now I am a teacher assistant in the kindergarten program at Head Start.

By Melissa Robbins, Jared's Mom

Early Intervention Program (Part C)

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$370,000	$375,000	$383,567	$425,000

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, as amended by the IDEA Amendments of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. In the reorganization of IDEA in this most recent reauthorization, the Early Intervention Program was authorized in Part C. The program is authorized at "such sums".

PURPOSE

Part C of the Individuals with Disabilities Education Act provides grants to states to develop and implement a statewide, comprehensive, coordinated, multi-disciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years and their families. In 1997, Congress reauthorized the program for 5 years.

WHO RECEIVES FUNDING

All states participate voluntarily. Monies under this authority are received and administered by a lead agency appointed by the governor of the state, with the participation of a state interagency coordinating council also appointed by the governor. Available federal funds are allocated to states each year according to the relative population of children ages birth through 2 years in the state. Currently, all states have made the final commitment to ensure early intervention services for eligible infants and toddlers and their families.

KINDS OF ACTIVITIES SUPPORTED

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of early intervention services. Further, funds may be used to provide a free appropriate public education (FAPE), under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve an efficient and effective interagency service delivery system within each state.

Infants and toddlers are eligible for this program if they have a developmental delay or a diagnosed condition with a high probability of resulting in developmental delay. At state discretion, children who are at risk for developmental

RECENT FUNDING HISTORY (in thousands)

Fiscal Year	*Authorized*	*Administration's Request*	*Appropriated*
1994	"such sums"	$256,280	$253,150
1995	"such sums"	$325,130*	$315,630*
1996	pending	$315,630	$315,750
1997	pending	$315,630	$315,750
1998	$400,000	$323,960	$350,000
1999	"such sums"	$370,000	$370,000
2000	"such sums"	$390,000	$375,000
2001	"such sums"	$383,600	$383,567

*Includes $34 million offset from the Chapter I Disability program.

delay may also be included in the target population for the program. Early intervention services include, for each eligible child, a multi-disciplinary evaluation and assessment and a written Individualized Family Service Plan (IFSP) developed by a multi-disciplinary team and the parents. Services are available to each child and his or her family according to the IFSP. Service coordination and the services to be provided must be designed and made available to meet individual developmental needs.

FUNDING CONSIDERATIONS

In 2001, the Federal government appropriated $383.6 million for the early intervention program. This falls far short of addressing the need for services. The importance of the early years in ensuring that children succeed later in school and life has achieved universal and bipartisan recognition. But, realizing this agenda so that it will impact on all children throughout the country requires adequate federal support. CEC's request of $425 million represents a small federal contribution toward the actual cost of providing early intervention services.

CEC RECOMMENDS

CEC recommends an appropriation of $425 million for FY 2002 for the Early Intervention Program. Congress enacted the Early Intervention Program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. States and communities continue to demonstrate their committment to this effort through the investment of significant resources, but federal participation is essential. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler and their family receives the services he or she needs. The amounts requested by CEC over the next several years will assist states with planning, developing and implementing statewide systems and for the provision of early intervention services. Full funding of Part C will fulfill the partnership promised by the Congress in 1986. Specifically, CEC requests $425 million for FY 2002, with subsequent yearly increases of $45 million per year to reach full funding by FY 2007 at $650 million.

PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2000 (SCHOOL YEAR 2000 - 2001)
PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*Allocation*
National Total	**$375,000,000**
Alabama	$5,442,925
Alaska	$1,836,562
Arizona	$7,163,113
Arkansas	$3,300,402
California	$45,929,796
Colorado	$5,377,332
Connecticut	$3,992,165
Delaware	$1,836,562
District of Columbia	$1,836,562
Florida	$17,645,688
Georgia	$10,918,523
Hawaii	$1,836,562
Idaho	$1,836,562
Illinois	$16,151,859
Indiana	$7,655,126
Iowa	$3,369,461
Kansas	$3,433,291
Kentucky	$4,812,022
Louisiana	$5,894,220
Maine	$1,836,562
Maryland	$6,413,677
Massachusetts	$7,269,022
Michigan	$12,028,661
Minnesota	$5,931,008
Mississippi	$3,786,753
Missouri	$6,722,152
Montana	$1,836,562
Nebraska	$2,120,927
Nevada	$2,652,976
New Hampshire	$1,836,562
New Jersey	$9,965,995
New Mexico	$2,442,953
New York	$22,320,520
North Carolina	$9,991,552
North Dakota	$1,836,562

continues

PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2000 (SCHOOL YEAR 2000 - 2001)
PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS (CONTINUED)

State/Eligible Jurisdiction	*Allocation*
Ohio	$13,648,077
Oklahoma	$4,398,814
Oregon	$4,068,712
Pennsylvania	$13,016,152
Rhode Island	$1,836,562
South Carolina	$4,752,400
South Dakota	$1,836,562
Tennessee	$6,863,518
Texas	$30,671,586
Utah	$3,997,116
Vermont	$1,836,562
Virginia	$8,373,127
Washington	$7,217,290
West Virginia	$1,836,562
Wisconsin	$6,078,934
Wyoming	$1,836,562
Puerto Rico	$5,782,773
Dept. of the Interior	$4,629,630
American Samoa	$589,812
Guam	$1,306,168
Northern Marianas	$392,577
Virgin Islands	$769,327

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

CONNECTICUT CHILD BENEFITS WHEN RESEARCH & TRAINING PROJECTS EXPAND NATIONAL RECOMMENDED PRACTICES

Cameron and his parents have benefited from participation in a number of support programs funded under Part D of the Individuals with Disabilities Education Act. These programs were awarded to the University of Connecticut, School of Medicine, Division of Child and Family Studies. In particular, Cameron and his parents participated in a case study for a five year research institute entitled "Increasing Children's Learning Opportunities Through Families and Communities Early Childhood Research Institute" (#H024S960008). This research institute examined the multiple ways that parents supported their children's learning in everyday activities. Cameron's mom, Jennifer, became so intrigued with this new model of early intervention that she enrolled in the "Preservice Training of Pediatric Residence and Early Interventionists" (#H029G960103) which was a personnel preparation project specifically for early interventionists. There she learned how to restructure her child's IFSP in order for him to learn through the activity settings that she and her husband most valued. Jennifer then enrolled Cameron in a field initiated research project entitled, "Social Competence in Early Childhood: The Effects of a Specific Curriculum Focus" (#H324C980058) which provided support to Cameron as he entered a child care setting. Lastly, Jennifer is now assisting as a trainer in a personnel preparation project, "Early Intervention in Natural Learning Environments: A Model to Build Capacity Across State Systems" #(H325N000058) in which Cameron's case study is used to teach early intervention providers and parents the value of home and community activity settings as contexts for enhancing learning opportunities for children receiving early intervention.

continues

BEST COPY AVAILABLE

My son Cameron is two and a half years old. Cameron has severe developmental delays in all areas and is cortically visually impaired. Cameron has been involved with early intervention since his discharge from the neonatal intensive care unit (NICU).

Cameron mimics many of the experiences he encounters. For example, Cameron had significant difficulties in eating which resulted in the placement of a g-tube when he was two months old. For the first year of his life he would use a pacifier but refused to bottle feed. I continued to offer Cameron a bottle every day, even though he refused it. One day we returned to the NICU for a visit, and sat with one of our nurses while she bottle fed a tiny pre-term infant. Following this experience we returned home. The following day Cameron began to drink from his bottle. Coincidental, possibly, but this is only one example of modeling that I have witnessed. Cameron has a neighborhood friend who we visit intermittently. Prior to meeting this little boy Cameron had always refused to bear weight on his legs. We spent an afternoon with this little boy watching him run, jump and dance to music. We participated by clapping our hands and rocking to the music. When we returned home Cameron attempted to bear weight on his legs. Since that one afternoon Cameron can now hold himself in a standing position, both in his stander, but also with only moderate support from us.

Update: Jennifer and Cameron

At Cameron's annual IFSP meeting after his first year of services, my husband and I asked for some different plans. I was starting to feel more confident about Cameron's care and I wanted to get back to doing the things we loved to do before he was born. We wanted and did put different goals on the IFSP. Rather than pieces of behavior, we asked for things like having Cameron be able to go canoeing with us, swim and go shopping. We also asked if fewer people could visit us, since we felt it was confusing for Cameron (and us) to have to listen to and work with so many people. Most importantly, I needed to go back to my nursing job, so Cameron needed to have child care. The group of service providers went along with us, and we began a very different model of early intervention than we started with. We now have two early interventionists coming to our house, and they meet with me every two weeks.

They have been very helpful and supportive to me as they also have now developed a different vision for Cameron, and for my role in Cameron's plan. Most of the time they help me figure out how to have Cameron participate in community activities. Cameron has exceeded my expectations, and that of the early interventionists. He is able to go canoeing in a special seat in our canoe. He loves swimming, and he can now sit (in a special seat) in a grocery cart. I have seen so much more vocalizations and attempts to move when we do these community activities.

Cameron entered a child care center when he was 18 months old. He was the only child in the center who had a disability and including him in everyday activities was a challenge for the providers. Interestingly, it was simple for the other children. They figured out very quickly how to engage Cameron, particularly with music. The children would bring toys to Cameron and help him play the games they were engaged in. When it was snack time one little girl would always help Cameron hold onto pieces of crackers. If he dropped the cracker she would pick it up and place it back in his hand. This game would go on until Cameron would try to eat the cracker. Another of Cameron's peers went home the day after Cameron started in the program and told his mother that Cameron had not talked to him today. Cameron vocalizes but does not have any words yet. The little boy's mother responded that he should continue to talk to Cameron and remember to give Cameron time to answer. The little boy said he would try, but as an afterthought replied, "I think I heard him talking to someone else, so he better talk to me tomorrow." The other children recognize Cameron's needs and they figure out ways to assist Cameron in participating in all aspects of school. These children value diversity.

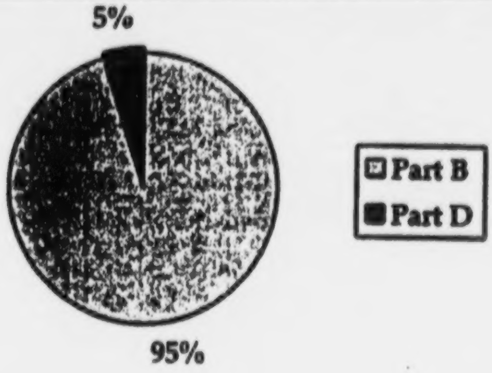
The children in Cameron's life have had such a positive impact on his development and quality of life. These interactions have also benefited our family because they remind us daily that he is more "typical" than not and we in turn learn about typical development which helps us to promote his development appropriately. I cannot imagine where we would be if Cameron had not had these experiences. Cameron grows exponentially when he is with his peers. He is more engaged, his attention span increases and he is more likely to participate in activities.

Jennifer and Kevin Joy
Cameron's Mom & Dad

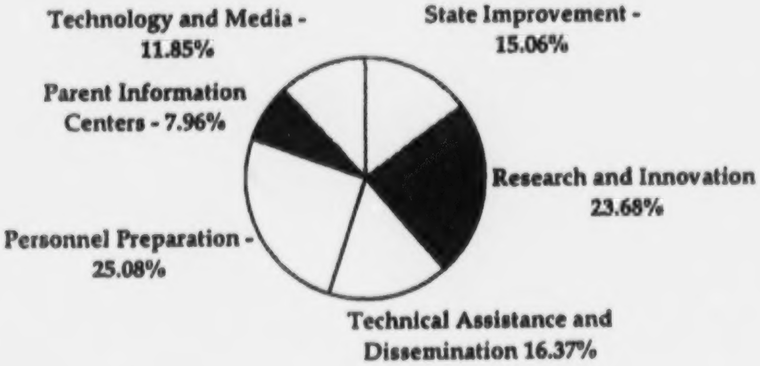
BEST COPY AVAILABLE

Support Programs (Part D)

BREAKOUT FOR PART D FY 01 FROM IDEA



BREAKDOWN OF PART D FY 01 - SUPPORT PROGRAMS



The IDEA Part D support programs provide the critical infrastructure, training, research, and development functions necessary to drive improvements in all aspects of special education practice. The support programs provide critical funds for professional development, technical assistance, and dissemination of knowledge about promising practices, to improve results for children with disabilities.

The Council for Exceptional Children believes that the Part D support programs should receive a total annual appropriation based upon a percentage derived from the overall federal annual appropriation for the IDEA Part B Grants to States Program. In making its Part D support programs appropriations recommendations, the Council for Exceptional Children has used the private industry standard for research and demonstration; i.e.,

BEST COPY AVAILABLE

the percentage of overall operating budget applied by a company to ongoing research and demonstration (infrastructure) activities (also referred to as "R & D"). The private industry standard of 10% is typical for most businesses. However, the Council for Exceptional Children has adopted a conservative funding formula index of 7.5% for infrastructure and R & D activities for purposes of calculating the recommended total figure for the Part D support programs. From there, we calculated the distribution by program within Part D based upon the relative allocation to each support program under the current FY 2001 appropriation distribution.

The final FY 2001 IDEA Part D appropriations approved by Congress only reached $326.70 million. If Congress had used the Council for Exceptional Children's allocation model described above, the Part D support programs would have received an additional $148.78 million in FY 2001.

The Council for Exceptional Children is calling on Congress to achieve full funding for IDEA within six years. Accordingly, we recommend an FY 2002 Part B Grants to States program appropriation of $8.8 billion (an increase of $2.46 billion over FY 2001), which necessarily effects our FY 2002 Part D appropriations recommendations. Based on the rationale described above for calculating total annual Part D appropriations (that is, Part B Grants to States allocations multiplied by a 7.5% index for infrastructure and R & D), the Council for Exceptional Children recommends a total of $660 million for FY 2002 for Part D.

IDEA Part D Support Programs

OVERVIEW OF PART D

The Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17, replaced the 14 support programs that were under Parts C-G with a new Part D, National Activities To Improve Education of Children with Disabilities. There are five authorized line items under this part. Four of these are authorized at "such sums as shall be necessary," and one program is funded by indexing based upon the Part B and Part C appropriation.

REDESIGNED

The following is a narrative of how the support programs were reconfigured in the reauthorized IDEA. A comprehensive review of each of the programs is discussed following this narrative. For an overview of the components and their funding levels, please refer to the chart on page 3.

PART D: SUBPART 1

The National Activities to Improve Education of Children with Disabilities includes the State Program Improvement Grants for Children with Disabilities.

SUBPART 2

Coordinated Research, Personnel Preparation, Technical Assistance, Support and Dissemination of Information begins with the Administrative Procedures, Section 661.

CHAPTER 1

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Research and Personnel Preparation. This chapter contains three basic sections.

- First, Research and Innovation to Improve Services and Results for Children with Disabilities. This program consolidated 7 of the 14 support programs from the previous law: Deaf-Blind Programs and Services, Children with Severe Disabilities, Early Childhood Education, Children and Youth with Serious Emotional Disturbance, Post-Secondary Education Programs, Secondary and Transition, and Innovation and Development. Research and Innovation has its own authorization of "such sums."
- Second, the program on Personnel Preparation to Improve Services and Results for Children with Disabilities also has its own authorization level of "such sums." This program was called Special Education Personnel Development in the previous law.
- Third is Studies and Evaluations which was called Special Studies in the previous law. This program has no separate authorization. Its annual appropriation is based upon a proportion of the funds appropriated under Parts B and C.

CHAPTER 2

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Research and Personnel Preparation covers several programs. Included are: Parent Training and Information Centers, Community Parent Resource Centers, Technical Assistance for Parent Training and Information Centers, and Coordinated Technical Assistance and Dissemination. These programs all have one authorization level of "such sums." This program consolidated Regional Resource Centers, Parent Training, and Clearinghouses from the previous law.

- Following in Chapter 2 is Technology Development, Demonstration, and Utilization; and Media Services. This program contains two authorities: (a) Technology Development, Demonstration, and Utilization, and (b) Media Services, although there are no separate authorization levels for these two authorities. This program consolidated Special Education Technology and Media and Captioning Services from the previous law.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 1 —
State Program Improvement Grants

Alabama State Improvement Grant Targeted To Increase Reading Skills and Successfully Address Challenging Behavior

The Alabama State Improvement Grant (SIG) provides the highest quality training from the national leading experts in both reading and behavior to all stakeholder groups including teachers, administrators, parents, and support staff. Some key grant areas impacting positive outcomes for students with disabilities are:

1) Behavior: Through training provided by the Alabama State Improvement Grant (SIG) twenty schools have implemented school-wide Positive Behavior Support (PBS) systems which has empowered them to make decisions based on their particular goals and needs. In addition, SIG training supported forty PBS coaches with behavioral expertise and additional training with another forty planned for this summer when additional teams will be trained. As a result of training, teams have integrated parents and communities with school staff to blend expectations for all students. Discipline referrals for both minor and major offenses, referrals to special education, and drop out rates have all decreased as a result of the work these teams have done in their individual schools. A data collection process, which includes both pre- and post-implementation analysis of progress, will determine the true success of the training.

Discipline referrals for both minor and major offenses, referrals to special education, and drop out rates have all decreased as a result of the work these teams have done in their individual schools

2) Retention: Nearly 200 pairs of veteran and new special education teachers have worked together during the past two school years to encourage retention in the field of special education. Thirty pairs were selected to participate in the Mentor Induction Program (MIP), an OSEP-funded grant being implemented for the recommendation of standards for mentoring programs. The veteran teachers reported a rejuvenation and appreciation as a result of the program. New teachers were provided the support they needed for success in their new career.

3) Recruitment: Alabama is a pilot state working with the National Clearinghouse for Professions in Special Education to recruit greater numbers of highly trained, certified special education professionals particularly to rural areas of the state and from historically black colleges and universities. In addition to the recruitment efforts resulting from this pilot partnership, the SIG is providing tuition stipends to students agreeing to work in Alabama's public schools.

4) Paraeducators: The SIG-sponsored Paraeducator Management Academy is a unique training event provided for paraeducators from across the state. During this weeklong training, the paraeducators receive intensive training on pressing issues and hot topics that directly impact and improve their ability to coordinate with teachers, assist students, and collaborate with parents. The Alabama SIG has provided numerous training programs and events especially for paraeducators with long waiting lists of those requesting additional opportunities.

5) Reading: The State Improvement Grant has provided intervention for delayed readers, writers and spellers through the use of LANGUAGE! Over 3000 teachers have been trained (50% of them general education teachers) who work in 89 of the state's 128 school systems. This state directed model with trainer, coaches and teachers has contributed to schools reporting drops in referral to special education as well as a decrease in office referrals for discipline problems. Initial data collection indicates an increase in test scores on standardized tests and other measures. To prevent reading failure the Beginning Reading Model is utilized by schools for grades k-3. Developed by a federal grant at the University of Oregon this model helps teachers focus their instructional efforts on strategies to get students to levels of skill accomplishment where they will have a high probability of being readers. There are currently nine schools piloting this model with twenty more to be trained this summer. Early data indicates that it is possible to prevent reading failure for the large majority of our students.

In summary the collaboration and maximizing of resources made possible by Alabama's State Improvement Grant funding has ensured that these critical needs as well as others in the grant are successfully being met.

Kansas State Improvement Grant Focuses on Family-Centered Practice

The Kansas State Department of Education is currently working on the development of a curriculum manual that can be readily used by trainers to develop and encourage family-centered practice in Kansas public schools. This project is part of the Kansas State Improvement Grant (SIG) and supported by the U.S. Department of Education.

In performing a needs analysis, four areas of improvement were identified--coordination of services, personnel competence to provide coordinated services through interprofessional training, training for families, and personnel competence - to recognize the contribution of families (Kansas State Department of Education, 1998). Two activities, the establishment of the Family Consortium and the development of a family-centered curriculum were implemented to address these needs.

The Family Consortium consists of representatives from 20 statewide advocacy organizations who meet quarterly to explore such issues as the inclusion of students in the state assessment and accountability system and the role of families, advocates, and community members in supporting students with disabilities in these systems.

school-family-community partnerships will support Kansas children and youth to succeed in school through improved access to effective community resources, programs and services, and improved family involvement in and support from schools.

The family-school partnership curriculum is currently being developed to accomplish the outcomes of Goal 2: School-Family-Community Partnerships. The goal states that school-family-community partnerships will support Kansas children and youth to succeed in school through improved access to effective community resources, programs and services, and improved family involvement in and support from schools. This curriculum manual will be the tool used by personnel development providers to accomplish the stated purpose "to prepare school staff, administrators, advocates, and family members in family-centered practice at the practice and organizational levels" (SIG, p. 90). With the assistance of Families Together and the Northeast Kansas Education Service Center, the curriculum will be disseminated statewide via a two and a half-day "Training of Trainers".

The curriculum consists of three units, targeting three different levels--school/building, classroom, or child -- and covers the main concepts, attitudes and skills required to undertake effective and meaningful partnerships with families. Each of the three units consists of learning objectives and activities that can be delivered in a half-day, 4-hour training. Activities include small and large group discussions, role-playing scenarios, journal writing, development of an action plan, and review of the school improvement plan.

Response to these activities has been very positive even in these early stages. As the project activities are fully implemented, the Kansas State Improvement Grant looks forward to continued success in helping to build stronger family-school partnerships.

SUBPART 1—
State Program Improvement Grants

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$35,200	$35,200	$49,200	$99,396

AUTHORIZING PROVISION

This program was authorized June 4, 1997, through P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The State Program Improvement Grants is located at Part D, subpart 1 of IDEA. It is authorized at "such sums."

PURPOSE

The purpose of this program is to assist state educational agencies (SEAs) and their partners (see description of partners below) in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

FUNDING

State educational agencies can apply for grants under this subpart for a period of at least one year and not more than five years. State Improvement Grants are awarded on a competitive basis. Priority may be given on the basis of need, as indicated by information such as the federal compliance monitoring. The Secretary must use a panel of experts, the majority of whom are not federal employees, who are competent, by virtue of their training, expertise, or experience to evaluate applications. Funds from this subpart can be used to pay the expenses and fees of panel members who are not federal employees. Grants made to states under this subpart are not less than $500,000 and not more than $2,000,000 for the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico; and not less than $80,000 in the case of an outlying area. Beginning in 1999, the maximum amount to a grantee other than an outlying area may be increased by inflation. Considerations in determining the amount of the award must take into account: the amount of funds available; the relative population of the state or the outlying area; and the types of activities proposed.

An SEA funded under this subpart shall not use less than 75% of the grant funds for any fiscal year to ensure there are sufficient regular education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities and developmental goals of young children; or to work with other states on common certification criteria. If the state demonstrates it has the personnel described above, the state then must use not less than 50% for these purposes.

APPLICATION REQUIREMENTS

To be considered for a grant, an SEA must establish a partnership with local educational agencies (LEAs) and other state agencies involved in, or concerned with, the education of children with disabilities. In addition, the SEA must work in partnership with other persons and organizations involved in and concerned with the education of children with disabilities, including: (1) the governor, (2) parents of children with disabilities, (3) parents of non-disabled children, (4) individuals with disabilities, (5) organizations representing individuals with disabilities and their parents, including parent training and information centers, (6) community-based and other nonprofit organizations involved in the education and employment of individuals with disabilities, (7) the lead state agency for Part C, (8) general and special education teachers, and early intervention personnel, (9) the state advisory panel for Part B, (10) the state interagency coordinating council established under Part C, and (11) institutions of higher education within the state. Optional partners may also include individuals knowledgeable about vocational education, the state agency for higher education, the state vocational rehabilitation agency, public agencies with jurisdiction in the areas of health, mental health, social services, juvenile justice, and other individuals.

Each SEA applying must submit an application that includes a state improvement plan that is integrated, to the extent possible, with state plans under the Elementary and Secondary Education Act of 1965 and the Rehabilitation Act of 1973, as appropriate. Each plan must identify aspects of early intervention, general education, and special education (including professional development) that must be improved to enable children with disabilities to meet the goals established by the state under Part B. The plan must include an analysis of: (1) information on how children with disabilities are performing, (2) state and local needs for professional development for personnel, (3) major findings of the state's most recent federal compliance review, as they relate to improving results for children with disabilities, and (4) other information on the effectiveness of the state's systems of early intervention, special education, and general education in meeting the needs of children with disabilities. Each plan must also describe improvement strategies that will be undertaken as described below.

KINDS OF ACTIVITIES SUPPORTED

Each state improvement plan submitted with an application for funding under this subpart must describe the nature and extent of the partnership agreement that must be in effect for the period of the grant. The plan must describe how funds will be used for systems change activities including how the grant funds will be used, and the amount and nature of funds from other sources including Part B funds retained for use at the state level under Sections 611 and 619 that will be used. The plan must describe how the improvement strategies undertaken will be coordinated with public and private sector resources. The improvement strategies that will be used to address the needs identified must be included in the plan, including:

A. How the state will change state policies and procedures to address systemic barriers to improving results;

B. How the state will hold LEAs and schools accountable for the educational progress of children with disabilities;

C. How the state will provide technical assistance to LEAs and schools to improve results for children with disabilities;

D. How the state will address needs in 10 identified areas for in service and pre-service preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary;

E. Strategies that will address systemic problems identified in federal compliance reviews including shortages of qualified personnel;

F. How the state will disseminate results of the local capacity-building and improvement projects funded under 611(f)(4);

G. How the state will address improving results for children with disabilities in the geographic areas of greatest need; and

H. How the state will assess, on a regular basis, the extent to which the strategies implemented have been effective.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

This is a new program authorized by P.L. 105-17. It includes funds previously allocated under Section 632 Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $99.40 million for the State Improvement Program. CEC believes this is a necessary amount to allow the comprehensive planning, collaboration, and systemic change required of participating states. This amount will also insure that the program continues to expand to all states and jurisdictions.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

SUBPART 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

ADMINISTRATIVE PROVISIONS

This section is contained in subpart 2 of Part D of IDEA. The administrative provisions that define the procedural requirements for these activities are included in Section 661 of subpart 2. These administrative provisions are significantly different from those that were in effect under Section 610 prior to the 1997 reauthorization. The new administrative provisions are summarized below.

COMPREHENSIVE PLAN

The Secretary shall develop and implement a comprehensive plan for activities to enhance the provision of educational, related, transitional, and early intervention services under Parts B and C. The plan shall also include mechanisms to address needs in the service areas listed above as identified in applications submitted under the State Program Improvement program. In developing the plan, the Secretary must consult with individuals with disabilities, parents of children with disabilities, appropriate professionals, and representatives of state and local education agencies, private schools, institutions of higher education, other federal agencies, the National Council on Disability, and national organizations with an interest in, and expertise in, providing services to children with disabilities and their families. Public comment on the plan is required.

To the extent appropriate, funds under subpart 2, which are all the programs under Part D except for the State Program Improvement Grants, are to be awarded to benefit, directly or indirectly, children with disabilities of all ages. An initial report from the Secretary regarding the plan was due to Congress in December 1998 with periodic reports due to Congress thereafter.

ELIGIBLE APPLICANTS

Unless otherwise noted for a specific program, the following entities are eligible: state education agency (SEA), local education agency (LEA), institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes of a particular competition. The Secretary may limit the entities eligible for a particular competition to one or more of the above eligible applicants.

USE OF FUNDS BY THE SECRETARY

In any fiscal year, the Secretary can use up to 20% of the funds in either Chapter 1, Coordinated Research and Personnel Preparation or Chapter 2, Coordinated Technical Assistance, Support, and Dissemination of Information for activities that are consistent with the purpose of Chapter 1, Chapter 2, or both. These activities must also involve research; personnel preparation; parent training and information; technical assistance and dissemination; technology development, demonstration, and utilization; or media services.

SPECIAL POPULATIONS

In making awards under programs under subpart 2 (all support programs under Part D except State Program Improvement Grants) the Secretary shall, as appropriate, require applicants to demonstrate how the needs of children with disabilities from minority backgrounds will be addressed. Further, at least 1% of the total amount of funds appropriated for subpart 2 (all support programs under Part D except for the State Program Improvement Grants) must be used for either or both of the following:

A. To provide outreach and technical assistance to Historically Black Colleges and Universities, and to institutions of higher education with minority enrollments of at least 25%, to promote the participation of such colleges, universities, and institutions in activities under this subpart.

B. To enable Historically Black Colleges and Universities, and the institutions described above in (A) to assist other colleges, universities, institutions, and agencies in improving educational and transitional results for children with disabilities.

PRIORITIES

Except when specifically noted in the legislation, all awards under Part D are only for activities designed to benefit children with disabilities, their families, or the personnel employed to work with these children or their families; or to benefit other individuals with disabilities whom the program is intended to benefit. In making awards, the Secretary may, without any rule-making procedure, limit competitions to, or otherwise give priority to:

A. Projects that address one or more—age ranges, disabilities, school grades, types of educational placements or early intervention environments, types of services, content areas (such as reading), or effective strategies for helping children with disabilities learn appropriate behavior in school and other community-based educational settings;

B. Projects that address the needs of children based upon the severity of their disability;

C. Projects that address the needs of low-achieving students, under served populations, children from low-income families, children with limited English proficiency, unserved and underserved areas, particular types of geographic areas, or children whose behavior interferes with their learning and socialization;

D. Projects to reduce inappropriate identification of children as children with disabilities, particularly among minority children;

E. Projects that are carried out in particular areas of the country, to ensure broad geographic coverage; and

F. Any activity expressly identified in subpart 2 (all programs under Part D except for the State Program Improvement Grants).

APPLICANT AND RECIPIENT RESPONSIBILITY

The Secretary shall require applicants and recipients of funds under subpart 2 (all programs under Part D except for State Improvement Grants) to involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the project, and where appropriate, to determine whether the project has any potential for replication and adoption by other entities. Further, the Secretary may require recipients of funding under subpart 2: (1) to share in the cost of the project; (2) to prepare the research and evaluation findings and products from the project in formats useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities; (3) to disseminate such findings and products; and (4) to collaborate with other recipients in the dissemination activities under (2) and (3) above.

APPLICATION MANAGEMENT

The Secretary may use funds from this subpart to evaluate activities conducted under this subpart. Funds under this subpart also may be used to pay the expenses and fees of panel members who are not employees of the Federal government. Up to 1% of the funds under subpart 2 may be used to pay nonfederal entities for administrative support related to management of applications under this subpart. In addition, funds under this subpart may be used to pay the expenses of federal employees to conduct on-site monitoring of projects receiving $500,000 or more in any fiscal year.

Two kinds of panels are mentioned in the legislation:

A. **A Standing Panel.** The Secretary shall establish and use a standing panel of experts competent by virtue of their training, expertise, or experience, to evaluate applications under subpart 2 that individually request more than $75,000 per year. The membership of the panel shall include, at a minimum, individuals who: (1) represent institutions of higher education that plan, develop, and carry out programs of personnel preparation; (2) design and carry out programs of research targeted to the improvement of special education programs and services; (3) have recognized experience and knowledge necessary to integrate and apply research findings to improve educational and transitional results for children with disabilities; (4) administer programs at the state or local level in which children with disabilities participate; (5) prepare parents of children with disabilities to participate in making decisions about the education of their children; (6) establish policies that affect the delivery of services; (7) are parents of children with disabilities who are benefiting, or have benefited from research, personnel preparation, and technical assistance; and (8) individuals with disabilities. Members of the panel must be provided training. No panel member can serve more than three consecutive years unless the Secretary determines that continued participation by that individual is necessary.

B. **Peer-Review Panels for Particular Competitions.** The Secretary shall ensure that each subpanel selected from the Standing Panel that reviews applications includes: (1) individuals with knowledge and expertise on the issues addressed by activities under subpart 2, and (2) to the extent practicable, parents of children with disabilities, individuals with disabilities, and persons from diverse backgrounds. A majority of individuals on each subpanel cannot be employees of the Federal government.

MINIMUM FUNDING REQUIRED

For each fiscal year, at least the following amounts must be provided under this subpart to address the following needs:

Zachary Tyler Martin, Waxhau, NC.

A. $12,832,000 to address the educational, related services, transitional, and early intervention needs of children with deaf-blindness.

B. $4,000,000 to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

C. $4,000,000 to address the educational, related services, and transitional needs of children with an emotional disturbance and those who are at risk of developing an emotional disturbance.

If the total amount appropriated to carry out Research and Innovation (Section 672), Personnel Preparation (Section 673), and Coordinated Technical Assistance and Dissemination (Section 685) for any fiscal year is less than $130 million the amounts listed above will be proportionally reduced.

ELIGIBILITY FOR PRESCHOOL FINANCIAL ASSISTANCE

No state or local educational agency or educational service agency or other public institution or agency may receive a grant under subpart 2 that relates exclusively to programs, projects, and activities pertaining to children ages 3 through 5 unless the state is eligible to receive a grant under Section 619, Preschool Grants.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Research and Innovation to Improve Services and Results for Children with Disabilities

STORIES PROJECT PROMOTES LANGUAGE AND EARLY LITERACY SKILL DEVELOPMENT

George Davis is a playful three-year-old "Explorer" at Lt. Joseph P. Kennedy's Child Development Center in Washington, D.C. George was born very prematurely at 24 weeks rather than the usual 40-week gestation and he has had many of the significant developmental difficulties that can occur as a result of prematurity. He has developmental delays in motor and language areas. George had Retinopathy of Prematurity (ROP), which has been resolved, but he continues to have some difficulties with vision, including strabismus.

George has received early intervention services funded by the District of Columbia's Early Intervention Program with Part C of IDEA funds since he was an infant. He has also been able to receive special services within a childcare environment with a long history of serving children with disabilities alongside their peers without disabilities.

A major goal for George, put forth by his mother and joined by others, is for George to increase his social interactions with others. When George started receiving early intervention services, he was primarily non-verbal and his limited language skills originally interfered with his ability to interact socially with children and adults. His speech therapy has been directed at helping George imitate sounds and use syllables to communicate his needs. One of the first words George learned to use in the classroom was "more." At first he needed to be prompted but now he asks for more on his own. George's vision and motor difficulties also have made mobility more complicated. He has had physical therapy and occupational therapy to help him stabilize his body so that he can move in a coordinated way. All of these areas continue to be challenges, but his progress has been substantial and his service providers note his playfulness and personality.

George's mother, Kim Davis, and his childcare teachers, Glenda Williams and Daphne Jones, have participated in a unique caregiver and parent training through the STORIES Project, funded under Part D of IDEA. STORIES is an innovative four-year research to practice demonstration project translating sociolinguistic research on prenarrative development in the conversations of young children (Debra Jervay-Pendergrass, 1992) into a culturally and linguistically rich, story-based program model that promotes language and early literacy skills in infants and toddlers at risk for or having developmental disabilities in inclusive African American, Hispanic, and Deaf childcare settings.

Following the parent training, George's mother noted that "Children have stories to tell, we just have to learn to pay attention." During a one-to-one coaching session, she observed George's attempts to initiate his communications and resolved to give him more opportunities to tell stories. Glenda Williams, George's first teacher noted that in the STORIES training she learned to "observe children to look for stories and by doing that, (she) observed George's unique patterns of communication…" she added "without that I wouldn't have watched as closely for that with a room full of children." Daphne Jones, his current teacher told a story about a story George told just last week. "George was outside, riding a bike. He came to me and tugged at my shirt. I asked him to explain what was wrong and he looked down at his knee. That was how he told me that he had hurt his knee." Each of them joined Dr. Debra Jervay-Pendergrass and Dr. Carole Brown, Co-Project Directors, to present their shared personal experiences with the training and discuss the importance of involving parents and caregivers of infants and toddlers in innovative training like STORIES at the CEC Division of Early Childhood (DEC) National Conference in Albuquerque, New Mexico in December 2000.

STORIES is an innovative four-year research to practice demonstration project translating sociolinguistic research.....into a culturally and linguistically rich, story-based program model that promotes language and early literacy skills in infants and toddlers at risk for or having developmental disabilities in inclusive African American, Hispanic, and Deaf childcare settings.

George is a vital part of his childcare and family and his developing personality has won him a place in the hearts of those around him.

For further information about the STORIES Project, contact either Denise Walker or Dr. Carol Brown at 202/529-7600.

TRANSITION PROGRAM IS KEY TO ADULT SUCCESS

The ultimate goal of public education, including special education, is to help young people create a positive vision of their future, acquire the knowledge and skills to reach that vision, and take their place as productive contributing members of their communities. Over the past few years, secondary education reform efforts have focused almost exclusively on improving student performance in core academic areas (e.g., math, reading, writing, science, social studies), and both students and schools are being held accountable for improved results in these areas, demonstrated through high stakes testing in core academic content. Helping all students acquire solid academic skills clearly is important. But, as the student vignettes here illustrate, youth with disabilities often have educational support needs that extend far beyond academic issues, requiring more specialized and comprehensive approaches.

One such approach, the Youth Transition Program (YTP), is a comprehensive school to career transition program developed by a partnership of the Oregon Department of Education, Oregon Vocational Rehabilitation Division and the University of Oregon in the late 1980's. YTP, now implemented statewide in Oregon school districts, addresses the education and transition needs of students with disabilities that exceed the resources typically available in their district's special education, school-to-work, and general education programs, and who will be able to become competitively employed without long-term support. Its purpose is to enhance the ability of students to enter and retain meaningful, competitive employment after leaving school. Students typically enter YTP during their junior or senior year, and continue for the first one to three years out of school, depending on individual need.

Support for the development of the YTP model was provided by an IDEA, Part D model demonstration grant. However, its statewide implementation in Oregon has been financed by a combination of state and local funds. In the mid-1990's, based on the success of YTP in Oregon, another IDEA grant was awarded to help the state of Arizona replicate the YTP model where, with state and local funding, it is now being implemented in school districts throughout the state.

The Office of Special Education Programs in the US Department of Education has made a significant investment over the past 15 years to develop effective service delivery models like YTP and conduct research on effective secondary and transition practices for students with disabilities. While supporting access to and being successful in core academic classes is important, lessons from this body of research and from models such as the YTP indicate that the following secondary and transition practices must also be available to youth with disabilities if our goal is to help these youth stay in and complete high school, obtain a meaningful education, and achieve a positive future:

- career-related instruction and community experiences (e.g., career exploration activities; participation in vocational education classes; opportunities to get vocational experience in the community through paid work and volunteer activities);

- instruction in functional academic (e.g., reading, math, writing, and problem solving), community living (e.g., money management; community access), personal-social (e.g., getting along with others), and self-determination (e.g., self-advocacy, goal setting) skills;

- instruction and support to achieve self-identified transition goals;

- support to access post-secondary providers related to post-school goals (e.g., post-secondary education, vocational rehabilitation, social security); and

- opportunity and support to establish a personal relationship with at least one trusted adult who is available to encourage their efforts, validate their fears, and celebrate their accomplishments during as well as after completion of school.

Based on its effectiveness in helping youth with disabilities complete school and secure and retain meaningful employment, the YTP model has been documented in two national external evaluations sponsored by the US Department of Education as an "exemplary school-to-work program" and an "educational program that works."

YTP's FORMER STUDENTS

The experiences of the young adults described here illustrate some of the challenges teenagers with disabilities face in making a successful and productive transition from high school to adult life. In many respects, the challenges are the same as those faced by many young people in our schools. While becoming academically proficient is a significant focus for these young people, so too are other important aspects of their progress into adulthood. Their stories demonstrate that with comprehensive and individualized supports during and following high school they can achieve vocational, financial, and personal success as adults and make positive contributions to their communities and families.

The YTP program follows the progress of its former students for many years. Jared and Marie - not their real names - whose stories are shared here, illustrate the students the program has served over the last decade.

JARED

In a recent letter to one of his former teachers, Jared wrote: "Keep those teenagers motivated. You all did an outstanding job. I'm proof of that. Please write back!"

BEST COPY AVAILABLE

People who knew him 10 years ago didn't expect they would ever hear that message from Jared. At 17, he had just been admitted to a residential drug and alcohol abuse treatment program after dropping out of high school as a junior and then failing to complete a high school program at the local community college. He wanted to complete high school and make something of his life, but after a difficult and frustrating educational experience found himself in treatment for alcohol abuse and out of school with two unsuccessful attempts to get his degree behind him. As a junior high school student, Jared had first been identified as needing special education because of serious behavioral problems - he fought with his peers, had outbursts of temper, was non-compliant with teachers, and was often truant from school. When he entered high school, transition planning was still an emerging concept in many schools. Jared's program was mainly academic and he participated in regular education classes for 80 percent of the day. With his academic performance faltering and continuing to experience behavior problems, Jared left school, eventually ending up on his own, in treatment and without a degree and direction for his future.

Jared was fortunate. Staff at his alcohol treatment program took an interest and referred him to YTP where he received the support and guidance he needed to get back on a path designed to meet his goals. Jared is now 27 years old and a high school graduate. In 1992, he achieved his dream of becoming a United States Marine. Jared has been serving in the armed services since then and has been promoted five times. He is now a Sergeant, and is married with two beautiful children (his words). In his spare time, he is taking college classes.

MARIE

Marie is a young woman who started with the YTP program while in high school in the mid-1990's. She was first identified as needing special education in third grade, due to significant learning problems she experienced resulting from a specific learning disability. She worked diligently throughout school, and in high school was a happy, active young woman who enjoyed skiing and playing on the school softball team. She dreamed of a career in the medical field, but would need special help in getting there because, according to her high school record, her skills in math, reading and written language were in the range of third to fifth grade levels. To enhance her employment-related skills, Marie worked in the summer after her junior year. She was making plans to enroll in a post-secondary medical assistance training program after high school and appeared to be right on track for a smooth transition, with her family's support and the help she was getting from YTP. But Marie faced new challenges in her senior year - the kind that can easily derail even the most dedicated teenager. Marie was diagnosed and operated on for a congenital spinal disorder, and instructed by her doctor not to work for a year. That same year, her mother was diagnosed with brain cancer. Marie put off her post-graduation plans to go to school in order to be with her mother through her illness. Marie's mother died several months after graduation.

Marie had a goal and the support of YTP to move forward with her education and training after her own surgery and her mother's death. Now 21 years of age, Marie has completed high school and in 1999 became a medical assistant at a major metropolitan hospital. In that job, she must schedule appointments, fill out paperwork, take blood pressure and vital signs, and perform other basic medical procedures. Working full-time, she earns $11 an hour and has full medical benefits. Marie enjoys the responsibility and benefits of her current position but sees this only as a stepping stone to her ultimate career goals. She recently reported that she wants "to work full time and go to school at night and maybe get my nursing degree or maybe become a lab technician."

THE MONTANA EARLY LITERACY PROJECT: BUILDING LANGUAGE AND LITERACY SKILLS DURING THE EARLY CHILDHOOD YEARS

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School (The Montana Early Literacy Project) is a model demonstration project for young children with disabilities submitted by the University of Montana, Polson Public Schools, and the Confererated Salish-Kootenai Tribes. The Montana Early Literacy Project was funded by the United States Department of Education (84.024B) in October 1996. The goal of the project is to prepare preschool children with and without disabilities for success in elementary school. The Montana Early Literacy Project has developed a Model for fostering emerging literacy and language skills in young children with disabilities. The Model promotes the belief that literacy is one of the primary avenues by which an individual gains access to full community participation and attainment of personal potential. The foundation for the Model builds partnerships between families, schools, and community members through which children and families receive developmentally appropriate language and early literacy services that are family centered as well as individually and culturally sensitive. Additionally, the Model provides teaching and staff support with the knowledge and assistance necessary to implement these comprehensive services.

Bishop and Adams (1990) report that children who overcame their early language difficulties before the age of 5 years were not at risk for developing literacy problems. Those who still had some evidence of language impairment at the age of 5 1/2 years were likely to develop reading and spelling difficulties. Early intervention makes the difference.

The implementation of the Model has been proven effective in facilitating the development of early literacy skills and the generalization of these skills across settings. The Montana Early Literacy Project Model uses the existing routines of classroom and home environments to build literacy directly into children's ongoing experiences rather than designing activities that would be added onto their classroom programs and home routines.

The Model incorporates five key components: 1) Literacy activities are embedded throughout young children's daily preschool routines, 2) Preschoolers with disabilities have developmentally appropriate emerging literacy goals specified in their Individualized Education Programs (IEPs), 3) Home/School partnerships are nurtured by providing opportunities to share early literacy activities, strategies, techniques, and information; 4) Preschool literacy themes are sensitive to and celebrate individual differences and cultures, and 5) Teaching and support staff along with families are provided with the knowledge to develop and support the skills and abilities necessary to implement the model.

Bishop and Adams (1990) report that children who overcame their early language difficulties before the age of 5 years were not at risk for developing literacy problems. Those who still had some evidence of language impairment at the age of 5 ½ years were likely to develop reading and spelling difficulties. Early intervention makes the difference.

Families, caregivers, and early childhood educators have a significant impact on children's language and emerging literacy skills. Children need to be provided with a wide variety of experiences and opportunities to talk, tell stories, read storybooks and be read to, engage in imaginary play, draw, and write.

The Montana Early Literacy Project Model identifies an effective process to facilitate the development of vital language and emerging literacy skills in young children with and without disabilities across a variety of settings. By providing young children with and without disabilities with developmentally appropriate activities and including their families in culturally and individually sensitive manners, the Model helps to build important foundations in children's language and literacy development, so they can reach their fullest potential.

The Montana Early Literacy Project has a number of demonstration and replication sites. These include:

- CO-TEACH Preschool at The University of Montana serves as the lead model demonstration site for the project. CO-TEACH Preschool is an inclusive program that serves children ages three through five with and without disabilities and their families.

- The Missoula Head Start Dolphin class serves as the lead model replication site for the project. Head Start is designed to meet the comprehensive developmental needs of children ages three through five and their families who are income eligible.

- Cherry Valley Elementary School in Polson, Montana, is located on the Flathead Indian Reservation and serves as a second model demonstration site for the project. Cherry Valley Elementary has a school-wide (preschool through grade five) focus on language and literacy competence for every child.

- Awesome Discoveries is an inclusive childcare program in Polson, Montana and serves as a second model replication site for the project.

- Emma Dickinson Preschool in Missoula is an inclusive preschool program and serves as a third model replication site.

For more information about The Montana Early Literacy Project, please contact Stacia Jepson, Project Coordinator, School of Education, the University of Montana, Missoula, MT 59812-6336 or call (406) 243-4280 or email staciajepson@hotmail.com

Research and Innovation to Improve Services and Results for Children with Disabilities

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$64,508	$64,443	$77,353	$156,288

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Research and Innovation Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 672. The program is authorized at "such sums".

PURPOSE

The purpose of this program is to produce, and advance the use of, knowledge to:

A. Improve services to children with disabilities, including the practices of professionals and others involved in providing such services; and educational results to children with disabilities;

B. Address the special needs of preschool-aged children and infants and toddlers with disabilities, including infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them;

C. Address the specific problems of over-identification and under-identification of children with disabilities;

D. Develop and implement effective strategies for addressing inappropriate behavior of students with disabilities in schools, including strategies to prevent children with emotional and behavioral problems from developing emotional disturbances that require the provision of special education and related services;

E. Improve secondary and postsecondary education and transitional services for children with disabilities; and

F. Address the range of special education, related services, and early intervention needs of children with disabilities who need significant levels of support to maximize their participation and learning in school and in the community.

This program contains three separate authorities: New Knowledge Production; Integration of Research and Practice; and Improving the Use of Professional Knowledge. These are discussed below under "Kinds of Activities Supported."

FUNDING

The legislation indicates that the Secretary "shall" ensure that there is an appropriate balance among the three authorities included in Section 672 as described below. In addition, the Secretary must ensure an appropriate balance across all age ranges of children with disabilities.

Funds are awarded through competitive grants, contracts, or cooperative agreements. Eligible applicants include: state education agencies (SEAs), local education agencies (LEAs), institutions of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes for this competition. The Secretary may limit the entities eligible for this competition to one or more of the above eligible applicants.

KINDS OF ACTIVITIES SUPPORTED

A. **New Knowledge Production** includes activities such as:

  1. Expanding understanding of the relationship between learning characteristics of children with disabilities and the diverse ethnic, cultural, linguistic, social, and economic backgrounds of children with disabilities and their families.
  2. Developing or identifying innovative, effective, and efficient curricula designs; instructional approaches and strategies, and developing or identifying positive academic and social learning opportunities that (a) enable children with disabilities to make effective transitions (i.e., early intervention to preschool, preschool to elementary school and secondary to adult life) or make effective transitions between educational settings; and (b) improve educational and transitional results that enhance the progress of the children, as measured by assessments within the general education curriculum.
  3. Advancing the design of assessment tools and procedures that will accurately and efficiently determine the special instructional, learning, and behavioral needs of children with disabilities, especially within the context of general education.
  4. Studying and promoting improved alignment and comparability of general and special education reforms concerned with curricular and instructional reform, evaluation and accountability of such reforms, and administrative procedures.
  5. Advancing the design, development, and integration of technology, assistive technology devices, media, and materials, to improve early intervention, educational, and transitional services and results for children with disabilities.
  6. Improving designs, processes, and results of personnel preparation for personnel who provide services to children with disabilities through the acquisition of information on, and implementation of, research-based practices.
  7. Advancing knowledge about the coordination of education with health and social services.
  8. Producing information on the long-term impact of early intervention and education on results for individuals with disabilities through large-scale longitudinal studies.

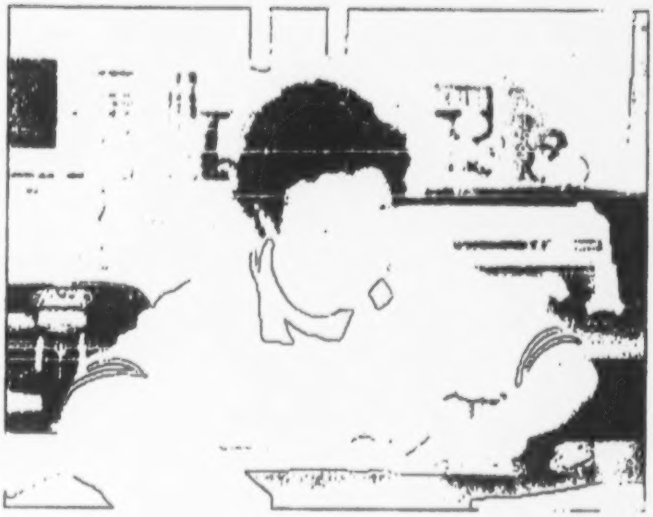
B. **Integration of Research and Practice** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as the following:

  1. Model demonstration projects to apply and test research findings in typical service settings to determine the usability, effectiveness, and general applicability of findings in such areas as improving instructional methods, curricula, and tools, such as textbooks and media.
  2. Demonstrating and applying research-based findings to facilitate systemic changes, related to the provision of services to children with disabilities, in policy, procedure, practice, and the training and use of personnel.
  3. Promoting and demonstrating the coordination of early intervention and educational services for children with disabilities with services provided by health, rehabilitation, and social services agencies.
  4. Identifying and disseminating solutions that overcome systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to children with disabilities.

C. **Improving the Use of Professional Knowledge** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as:

  1. Synthesizing useful research and other information relating to the provision of services to children with disabilities, including effective practices.
  2. Analyzing professional knowledge bases to advance an understanding of the relationships, and the effectiveness of practices, relating to the provision of services to children with disabilities.
  3. Ensuring that research and related products are in appropriate formats for distribution to teachers, parents, and individuals with disabilities.

4. Enabling professionals, parents of children with disabilities, and other persons to learn about and implement the findings of research and successful practices developed in model demonstration projects relating to the provision of services to children with disabilities.
5. Conducting outreach, and disseminating information relating to successful approaches to overcoming systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to personnel who provide services to children with disabilities.



RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were seven separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Deaf-Blind Programs and Services (Sec. 622)	$ 12.83
• Children with Severe Disabilities (Sec. 624)	$ 10.03
• Early Childhood Education (Sec. 623)	$ 25.15
• Children & Youth w/Serious Emotional Disturbance (Sec. 627)	$ 4.15
• Post-Secondary Education Programs (Sec. 625)	$ 8.84
• Secondary and Transition (Sec. 626)	$ 23.97
• Innovation and Development (Sections 641 & 642)	$ 16.00
TOTAL	$100.97

CEC RECOMMENDS

CEC recommends an appropriation of $156.29 million in FY 2002. This figure is necessary to ensure the continuation of critical research to practice activities that have consistently served as the foundation for achieving meaningful results for children with disabilities and for providing cutting-edge knowledge and skills for professionals. This figure also allows for adequate resources to ensure a balance of activities across all age ranges and across the full spectrum of disabilities, within the three authorities in this consolidated program.

Continued successful implementation of IDEA depends upon adequate funding to address challenging research and innovation activities. Examples of activities include: implementing and evaluating the expanded option of developmental delay through age 9; participation of children with disabilities in assessments; disproportionate representation of minority children; continued development of non-discriminatory assessment tools; development and implementation of effective alternative programs; practices to ensure safe schools; and greater involvement in and progress in the general curriculum for children with disabilities.

BEST COPY AVAILABLE

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Personnel Preparation to Improve Services and Results for Children with Disabilities

PERSONNEL PREPARATION PROGRAM TARGETS LOW-INCIDENCE POPULATION

For the past 10 years, the State of New Hampshire has been a national leader in promoting the inclusion of students with severe disabilities into regular classes in their neighborhood schools. However, there has never been a preservice training program for special education teachers who work to support students with low-incidence disabilities, their families, and their teachers. The state's higher education institutions have always argued that the number of teachers needed for this population of students is so small that it wouldn't be 'cost effective' to invest in the faculty or institutional infrastructure for a program that would have a difficult time being self-supporting.

Thanks to a Personnel Preparation grant from the U.S. Department of Education's Office of Special Education Programs (OSEP) in the Low-Incidence Disability category, the Institute on Disability at the University of New Hampshire is in its second year of administering the 'Inclusion Facilitator Training Program'—a 20-credit, two-year graduate program that leads to state certification in low-incidence disabilities. Trainees in the program include a mix of full-time graduate students and teachers working full time in the field. The trainees take coursework related to such topics as the values and rationale for inclusion, the development of curricular and communication supports for students in regular classes, positive behavior supports, facilitating social relationships, and collaboration and systems change advocacy.

Because of increased awareness of the importance of training of this group of special education teachers, corollary efforts are now underway to restructure the state certification to reflect recent changes in the field and current best practices, and in making the program a permanent part of the offerings at the University of New Hampshire.

It is a perfect example of how federal dollars can be used to 'jumpstart' state-level programs that benefit students with disabilities and their families.

Without Congressional support of IDEA Part D dollars, the seed money for this program would not be available. It is a perfect example of how federal dollars can be used to 'jumpstart' state-level programs that benefit students with disabilities and their families.

For more information about the program, contact its director, Cheryl M. Jorgensen, Ph.D., Director, Inclusion Facilitator Training Program, Institute on Disability, University of New Hampshire, 7 Leavitt Lane, Suite 101, Durham, NH 03824 or at cherylj@cisunix.unh.edu, or 603/862-4678.

Personnel Preparation to Improve Services and Results for Children with Disabilities

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$82,139	$81,952	$81,952	$165,528

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Personnel Preparation to Improve Services and Results Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 673. The program is authorized at "such sums".

PURPOSE

The purpose of this program is to (1) help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

This program contains four authorities: Low-Incidence Disabilities; Leadership Preparation; Projects of National Significance; and High-Incidence Disabilities. These are discussed below under "Kinds of Activities Supported."

FUNDING/APPLICATIONS

The Secretary shall, on a competitive basis, make grants to, or enter into contracts or cooperative agreements with eligible entities.

A. **Selection of Recipients**

In selecting recipients for low-incidence disabilities, the Secretary may give preference to applications that prepare personnel in more than one low-incidence disability, such as deafness and blindness. Further, the Secretary shall ensure that all recipients who use that assistance to prepare personnel to provide services to children who are visually impaired or blind that can appropriately be provided in Braille, will prepare those individuals to provide those services in Braille. In selecting recipients for high-incidence disabilities, the Secretary may consider the impact of the project proposed in the application in meeting the need for personnel identified by the states. Only eligible applicants that meet state and professionally-recognized standards for the preparation of special education and related services personnel, if the purpose of the project is to assist personnel in obtaining degrees, shall be awarded grants.

The Secretary may give preference to institutions of higher education that are (a) educating regular education personnel to meet the needs of children with disabilities in integrated settings and educating special education personnel to work in collaboration with regular education in integrated settings; and (b) are successfully recruiting and preparing individuals with disabilities and individuals from groups that are under-represented in the profession for which they are preparing individuals.

B. **Applications:** Any eligible entity that wishes to receive a grant, or enter into a contract or cooperative agreement shall submit an application to the Secretary containing the following information as required.

   1. Applications shall include information demonstrating that the activities described in the application will address needs identified by the state or states the applicant proposes to serve.
   2. Any applicant that is not a local educational agency (LEA) or a state educational agency (SEA) shall include information demonstrating that the applicant and one or more SEAs have engaged in a cooperative effort to plan the project to which the application pertains, and will cooperate in carrying out and monitoring the project.
   3. The Secretary may require applicants to provide letters from one or more states stating that the states (a) intend to accept successful completion of the proposed personnel preparation program as meeting state personnel standards for serving children with disabilities or serving infants and toddlers with disabilities; and (b) need personnel in the area or areas in which the applicant's purpose is to provide preparation, as identified in the states' comprehensive systems of personnel development under Parts B and C.

C. **Service Obligation:** Each application for funds under Low-Incidence, High-Incidence, and National Significance (to the extent appropriate) shall include an assurance that the applicant will ensure that individuals who receive a scholarship under the proposed project will provide special education and related services to children with disabilities for 2 years for every year for which assistance was received or repay all or part of the cost of that assistance, in accordance with regulations issued by the Secretary. Each application for funds under Leadership Preparation shall also include an assurance that the applicant will perform work related to their preparation for a period of 2 years for every year for which assistance was received or repay all or part of the cost of that assistance.

D. **Scholarships:** The Secretary may include funds for scholarships, with necessary stipends and allowances in awards in low-incidence, leadership, national significance, and high-incidence.

Michael Mitchell, Austin, TX.

KINDS OF ACTIVITIES SUPPORTED

A. **Low-Incidence Disabilities** such as: visual or hearing impairments, or simultaneous visual and hearing impairments; significant cognitive impairment; or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (FAPE) will support activities that:

   1. Prepare persons who: (a) have prior training in educational and other related service fields; and (b) are studying to obtain degrees, certificates, or licensure that will enable them to assist children with disabilities to achieve the objectives set out in their individualized education programs (IEPs) described in Section 614(d), or to assist infants and toddlers with disabilities to achieve the outcomes described in their individualized family service plans described in Section 636.
   2. Provide personnel from various disciplines with interdisciplinary training that will contribute to improvement in early intervention, educational, and transitional results for children with disabilities.

3. Prepare personnel in the innovative uses and application of technology to enhance learning by children with disabilities through early intervention, educational and transitional services.
4. Prepare personnel who provide services to visually impaired or blind children to teach and use Braille in the provision of services to such children.
5. Prepare personnel to be qualified educational interpreters, to assist children with disabilities, particularly deaf and hard-of-hearing children in school and school-related activities and deaf and hard-of-hearing infants and toddlers and preschool children in early intervention and preschool programs.
6. Prepare personnel who provide services to children with significant cognitive disabilities and children with multiple disabilities.

B. **Leadership Preparation** supports activities that:

1. Prepare personnel at the advanced graduate, doctoral, and postdoctoral levels of training to administer, enhance, or provide services for children with disabilities.
2. Provide interdisciplinary training for various types of leadership personnel, including teacher preparation faculty, administrators, researchers, supervisors, principals, and other persons whose work affects early intervention, educational, and transitional services for children with disabilities.

C. **Projects of National Significance** are those that have broad applicability and include activities that:

1. Develop and demonstrate effective and efficient practices for preparing personnel to provide services to children with disabilities, including practices that address any needs identified in the state's improvement plan under Part C.
2. Demonstrate the application of significant knowledge derived from research and other sources in the development of programs to prepare personnel to provide services to children with disabilities.
3. Demonstrate models for the preparation of, and interdisciplinary training of, early intervention, special education, and general education personnel, to enable the personnel to: (a) acquire the collaboration skills necessary to work within teams to assist children with disabilities; and (b) achieve results that meet challenging standards, particularly within the general education curriculum.
4. Demonstrate models that reduce shortages of teachers, and personnel from other relevant disciplines, who serve children with disabilities, through reciprocity arrangements between states that are related to licensure and certification.
5. Develop, evaluate, and disseminate model teaching standards for persons working with children with disabilities.
6. Promote the transferability, across state and local jurisdiction, of licensure and certification of teachers and administrators working with such children.
7. Develop and disseminate models that prepare teachers with strategies, including behavioral interventions, for addressing the conduct of children with disabilities that impedes their learning and that of others in the classroom.
8. Provide professional development that addresses the needs of children with disabilities to teachers or teams of teachers, and where appropriate, to school board members, administrators, principals, pupil-service personnel, and other staff from individual schools.
9. Improve the ability of general education teachers, principals, and other administrators to meet the needs of children with disabilities.
10. Develop, evaluate, and disseminate innovative models for the recruitment, induction, retention, and assessment of new, qualified teachers, especially from groups that are under represented in the teaching profession, including individuals with disabilities.
11. Support institutions of higher education with minority enrollments of at least 25% for the purpose of preparing personnel to work with children with disabilities.

Room 14, Marsha Eppert's class, Marshalltown High School, Marshalltown, IA.

D. **High-Incidence Disabilities**, such as children with specific learning disabilities, speech or language impairment, or mental retardation, include the following:

   1. Activities undertaken by institutions of higher education, local educational agencies, and other local entities that: (a) improve and reform their existing programs to prepare teachers and related services personnel to meet the diverse needs of children with disabilities for early intervention, educational, and transitional services; and (b) work collaboratively in regular classroom settings to incorporate best practices and research-based knowledge about preparing personnel so they will have the knowledge and skills to improve educational results for children with disabilities.
   2. Activities incorporating innovative strategies to recruit and prepare teachers and other personnel to meet the needs of areas in which there are acute and persistent shortages of personnel.
   3. Activities that develop career opportunities for paraprofessionals to receive training as special education teachers, related services personnel, and early intervention personnel, including interdisciplinary training to enable them to improve early intervention, educational, and transitional results for children with disabilities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Education Personnel Development, and the FY 1997 appropriation was $91.34 million. This former program included Section 631—Grants for Personnel Training and Section 632—Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $165.53 million in FY 2002. This figure will allow continued funding of innovative, state of the art, professional preparation programs that have a strong link to the research base for teaching and teacher preparation and which promote research into practice in the classroom. A vital responsibility of this program is to provide the groundwork in professional preparation that states will depend upon to ensure the success of the systems change and professional development activities authorized in the state improvement program.

78

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Studies and Evaluations

NATIONAL ASSESSMENT OF PERSONNEL NEEDS IN SPECIAL EDUCATION

The Study of Personnel Needs in Special Education (SPeNSE) will address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of a national assessment of the Individuals with Disabilities Education Act, SPEeNSE will examine: 1) the extent to which personnel are adequately prepared to serve students with disabilities, 2) variations in personnel preparation, and 3) factors that explain such variations.

SPeNSE will provide critical information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will look to explain variations in the quality of the workforce based on relevant state and local policies, preservice education, continuing professional development, and general working conditions. A nationally representative sample of approximately 10,000 local administrators, general and special education teachers, related service providers, and paraprofessionals will participate in telephone interviews. Information from the interviews will be analyzed, along with data on state and local policies and practices, to better understand the factors affecting workforce quality.

> **[The project]...will be used to inform a national agenda on personnel preparation activities as well as used for congressional reports that address the implementation of IDEA.**

Results from SPeNSE will be widely disseminated to state and local education agencies in order to help improve the quality of the workforce. Results will also be used to inform a national agenda on personnel preparation activities as well as used for congressional reports that address the implementation of IDEA.

For more information about SPeNSE, contact Elaine Carlson at 301-251-4277.

Studies and Evaluations

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$9,700	$12,948	$15,948	*Indexed as provided by statute*

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Studies and Evaluations is located at IDEA, Part D, Subpart 2, Chapter 1, Section 674.

PURPOSE

The Secretary shall, directly or through grants, contracts, or cooperative agreements, assess the progress in the implementation of this Act, including the effectiveness of state and local efforts to provide: (1) a free appropriate public education to children with disabilities; and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

FUNDING

The Secretary may reserve up to 1/2 of 1% of the amount appropriated under Parts B and C for each fiscal year to carry out this Section except for the first fiscal year in which the amount described above is at least $20 million the maximum amount the Secretary may reserve is $20 million. For each subsequent fiscal year, the maximum amount the Secretary may reserve is $20million increased by the cumulative rate of inflation since the previous fiscal year. In any fiscal year for which the Secretary reserves the maximum amount, the Secretary shall use at least half of the reserved amount for activities under Technical Assistance to the local education agencies (LEAs) for local capacity building and improvement under Section 611(f)(4) and other LEA systemic improvement activities.

KINDS OF ACTIVITIES SUPPORTED

The Secretary may support studies, evaluations, and assessments, including studies that:

A. Analyze measurable impact, outcomes, and results achieved by state educational agencies and LEAs through their activities to reform policies, procedures, and practices designed to improve educational and transitional services and results for children with disabilities;

B. Analyze state and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities;

C. Assess educational and transitional services and results for children with disabilities from minority backgrounds including data on the number of minority children who: (1) are referred for special education evaluation; (2) are receiving special education and related services and their educational or other service placement; and (3) graduated from secondary and postsecondary education. Identify and report on the placement of children with disabilities by disability category.

The Secretary is also required to maintain data on the performance of children with disabilities from minority backgrounds on state assessments and other performance indicators established for all students and measure educational and transitional services and results of children with disabilities including longitudinal studies that:

1. Examine educational and transitional services and results for children with disabilities who are 3 through 17 years of age and who are receiving special education and related services using a national, representative sample of distinct age cohorts and disability categories; and
2. Examine educational results, postsecondary placement, and employment status of individuals with disabilities, 18 through 21 years of age, who are receiving or have received special education and related services.Three activities shall occur as follows: National Assessment, Annual Reports, and Technical Assistance to LEAs.

National Assessment

1. The Secretary shall carry out a national assessment of activities using federal funds in order to:
   a. determine the effectiveness of this Act in achieving its purposes;
   b. provide information to the President, Congress, the states, LEAs, and the public on how to implement the Act more effectively; and
   c. provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of this Act more effectively.
2. The Secretary shall plan, review, and conduct the national assessment in consultation with researchers, state practitioners, local practitioners, parents of children with disabilities, individuals with disabilities, and other appropriate individuals.
3. The national assessment shall examine how well schools, LEAs, states, other recipients of assistance, and the Secretary are achieving the purposes, including:
   a. improving the performance of children with disabilities in general scholastic

activities and assessments as compared to nondisabled children;

b. providing for the participation of children with disabilities in the general curriculum;
c. helping children with disabilities make successful transitions from early intervention services to preschool, preschool to elementary school, and secondary school to adult life;
d. placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;
e. preventing children with disabilities, especially children with emotional disturbances and specific learning disabilities, from dropping out of school;
f. addressing behavioral problems of children with disabilities as compared to nondisabled children;
g. coordinating services with each other, with other educational and pupil services (including preschool services), and with health and social services funded from other sources;
h. providing for the participation of parents of children with disabilities in the education of their children; and
i. resolving disagreements between education personnel and parents through activities such as mediation.

4. The Secretary shall submit to the President and Congress an interim report that summarizes the preliminary findings of the assessment not later than October 1, 1999, and a final report of the findings of the assessment not later than October 1, 2001.

ANNUAL REPORT

The Secretary shall report annually to Congress on: (1) an analysis and summary of the data reported by the states and the Secretary of the Interior under Section 618; (2) the results of activities conducted under Studies and Evaluations; and (3) the finding and determinations resulting from reviews of state implementation.

TECHNICAL ASSISTANCE

The Secretary shall provide directly or through grants, contracts, or cooperative agreements, technical assistance to LEAs to assist them in carrying out local capacity-building and improvement projects under Section 611(f)(4) and other LEA systemic improvement activities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Studies and the FY 1997 appropriation was $3.83 million.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Coordinated Technical Assistance, Support, and Dissemination of Information

The Statewide Parent Advocacy Network of New Jersey, Inc. (SPAN)

The mission of the Statewide Parent Advocacy Network is to empower families and inform and involve professionals and other individuals interested in the healthy development and education of children from birth through age 21. Through this collaboration, all children will become fully participating and contributing members of our communities and society. SPAN's foremost commitment is to children with the greatest need due to disability; poverty; discrimination based on race, sex, or language; geographic location; or other special circumstances. SPAN is the Parent Information and Resource Center and the Parent Training and Information Center for parents of children with disabilities and other special needs in New Jersey. SPAN houses Family Voices of New Jersey and Statewide Parent to Parent, and is a chapter of the Federation of Families for Children's Mental Health and the National Parent Network on Disabilities.

Resource Parents assist over 25,000 families each year in resolving education and health-related issues. We conduct extensive workshops on educational rights and advocacy, collaboration, and leadership skills for over 10,000 parents, educators, community-based organizations, and other professionals annually.

SPAN works toward our mission by providing training, technical assistance, parent-to-parent support, information and resources, and parent leadership development. SPAN's multifaceted program is carried out by a bilingual, multiracial staff of parents of children with and without special needs. SPAN staff and trained volunteer Resource Parents assist over 25,000 families each year in resolving education and health-related issues. We conduct extensive workshops on educational rights and advocacy, collaboration, and leadership skills for over 10,000 parents, educators, community-based organizations, and other professionals annually. We publish and disseminate information packets and brochures to over 50,000 parents and professionals each year. SPAN also assists in the development of public policy to promote family-centered perspectives and services by providing a parent voice on state and local committees, task forces, and work groups. SPAN's central office, six regional offices (housed in urban districts), one northern and southern office, and 11 Community Resource Centers, ensure that SPAN's services are available to the full range of families in New Jersey's 21 counties and 600+ communities.

Recent correspondence from a parent illustrates the value of SPAN's services. A parent of two teen-agers with disabilities (learning disability and brain injury) contacted SPAN for assistance when her sons were threatened with expulsion and non-graduation because of absences due to illness and a dispute regarding the school district's provision of counseling services in their IEPs. A volunteer SPAN Resource Parent, trained and supported by SPAN staff, provided information to the mother that assisted her in getting a meeting before the district Board of Education. The volunteer Resource Parent accompanied the mother to the meeting, provided technical assistance to Board members and the Superintendent about the requirements of IDEA and the specific issues affecting these two teen-agers, and gave the mother emotional support to be able to state her concerns and goals. As a result, her two sons were reinstated in school and were provided with the services they needed to graduate.

The Executive Director of SPAN, Diana Autin, recently received an e-mail from this parent, informing her that her two sons are now in college. One is receiving A's and B's at Embry Riddle Aeronautical University, while the other is receiving B's and C's at Vermont Technical College. Two teen-agers, who could have ended up on the street or at home, without a high school diploma, are now on their way to a college degree! This exemplifies the purpose of IDEA: to ensure that children and youth with disabilities receive the education they need to become productive members of our communities, workplaces, and society.

For further information, contact Diana Autin, at 973/642-8100 or check the website at www.spannj.org

Wyoming Parent Information Center (PIC)

Wyoming's Parent Training and Information Center, the Parent Information Center, better known across the state as PIC, provides information support and training to parents of children with disabilities, ages birth to 21, across the state of Wyoming.

Because of the geographical characteristics of Wyoming, which include several mountain ranges, a number of mountain passes and roads which are frequently closed due to inclement weather during the winter, and the distance between towns, as well as the rural, remote population distribution, parents can be isolated from sources of support and information. Within such a large rural state, families may find themselves to be the only ones in their community or area with a child who has a specific disability. To fill the needs and close the gaps in support, PIC has five Outreach Parent Liaisons, who live in different corners of this large rural state, all of whom are parents of children with disabilities. These paid Outreach Parents provide support, information and training throughout the state serving their geographic regions. This support might be anything from providing a phone number for respite care in that area, to attending an IEP meeting with a family, or sending them a packet of material specific to their child's disability with strategies to help them receive appropriate services under IDEA.

To best serve families, PIC provides a toll-free number to a central office so families can call for one-on-one support and request information or resources. PIC has a web site with disability materials listed, and each regional Outreach Parent has a computer and e-mail capacity so families can reach them easily from rural areas and at their convenience. PIC also publishes a bi-monthly newsletter that goes to 3800 parents and professionals across the state. PIC averages nearly 5,000 telephone, e-mail, and person to person contacts a year with parents and professionals and provides more than 100 trainings/workshops each year for parents, along with numerous in-services and educational presentations for educators and other service providers.

An example of the value of the services and support the Parent Information Center provides is reflected in the following experience. Karen Martin-Kocurek, Educational Diagnostian from Johnson County School District #1 in Buffalo, WY said a family she worked with was really struggling with their child's challenges and trying to understand the special education process. "Special Education law can be very confusing to parents, especially when they are emotionally involved. The family found support from an agency made up of parents who have shared some of the same frustrations," says Ms Martin-Kocurek. "The parents reached out to the Parent Information Center and the staff at PIC helped these parents gather and organize records ensuring that they had a clear understanding of their child's rights. PIC also served as an advocate for these parents by sitting by their side at the IEP meetings and helping to clarify and support."

Another example comes from a family. When the Wyoming Parent Information Center (PIC), first met the Nemec family, they told a story of a number of very difficult years for their family and their daughter Brenna. When Brenna was in kindergarten, she had been diagnosed with periventricular leukomalacia, a pineal cyst, and significant learning disabilities. She was found eligible for special education and received special education and related services.

However, things did not go well and as time went on, Brenna's behavior became a concern. She was diagnosed with depression, in addition to all her other challenges, and put on medication, but her frustration escalated and her self-esteem plummeted. By fifth grade Brenna was losing skills, regressing to behaviors of early childhood, and she was suicidal. Worried for her safety, Brenna's parents decided to pull her out of school and try home schooling.

"We didn't know anything about the law or our rights," Brenna's mom Jamie says. "It was like we were feeling around in the dark trying to figure out what to do with no one to help."

Brenna returned to school two hours a day several months later. It was about this time that PIC entered the picture. Brenna's mom thinks very highly of the Parent Training and Information Centers, particularly the one in her state, "I think the key to everything is informed parents," Jamie says. "Now that I know about IDEA and the rights that are guaranteed, I know how to advocate for Brenna, and I'm teaching her to advocate for herself. I also think it's important for teachers and schools to know the law and to share their knowledge and resources with parents. When parents are informed they are better able to be active partners on their child's team. I feel that PIC and IDEA are a security blanket, but you have to know about them in order to use them and make them work for you. I now spend a lot of time helping and empowering other parents to learn about IDEA and PIC, and how to advocate for their own children."

This year Brenna is back in school full time, a twelve-year-old fifth grader at Wagonwheel Elementary, Campbell County School District #1, in Gillette, Wyoming. She gets excellent grades, and has recently begun speaking to students at other schools about how it feels to be learning disabled and harassed because you are different. Her first presentation was to the special education students at her old school. She told them that they all have gifts to give. It is okay to be different and if God had made all of us the same in this world, there would not be much meaning to being here. She told them that there is actually a law that protects all students with differences, not to lose sight of who they are and to take advantage of their differences.

For further information, contact Terri Dawson, Director, Parent Information Center at 307-684-2277 or check the website at www.wpic.org

THE NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER (NECTAS)

National early childhood technical assistance has been an important partner in supporting and contributing to the positive impacts of the early childhood provisions of the IDEA - Part B, Section 619; Part C; and the 100+ model demonstration and outreach projects. Technical assistance strives to address the ever-changing world of state and local service delivery systems and their staff and parents through the transfer of knowledge from sound research, effective policy and best practice.

> **. . . "The NECTAS TA Model has been and remains excellent, worthy of the high regard others in the educational TA field, and federal agencies have for it".**

Technical assistance uses multiple strategies such as consultants, publications, web sites, meetings, satellite-based and teleconference interactive opportunities and peer networking to produce improved skills, greater knowledge, collaborative action and strategic thinking among service providers, policy makers, administrators and parents. By providing responsive and high quality assistance, national technical assistance aims to improve services and outcomes for young children and families.

The current provider of this very successful national assistance is the National Early Childhood Technical Assistance System (NECTAS). It is a consortium project, sponsored by OSEP that is coordinated by the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill. As an external evaluation found in late 1997, "The NECTAS TA Model has been and remains excellent, worthy of the high regard others in the educational TA field, and federal agencies have for it."

For more information about NECTAS , their Web Site is http://www.nectas.unc.edu

THE ELEMENTARY AND MIDDLE SCHOOLS TECHNICAL ASSISTANCE CENTER (EMSTAC)

The Elementary and Middle Schools Technical Assistance Center (EMSTAC) is fortunate to be able to provide support to over 100 local school districts. One of these districts, Akron Public Schools in Ohio, is a moderately sized, culturally diverse, urban district comprised of approximately 31,000 students. About 12% of its students receive special education services and over half (53%) are eligible to receive a free or reduced lunch. The District's 504 Coordinator, Ms. Sandra Gillins, and her colleagues, recognized the necessity to ensure that strategies were in place to prevent the disproportionate identification of students who are culturally and linguistically diverse as needing special education services. Their work also focused on measures to ensure that students who are culturally and linguistically diverse were not underrepresented in services available to Akron's gifted and talented students.

Ms. Gillins was excited to learn about the distance education support strategy used by EMSTAC to provide technical assistance to school districts across the nation and believed that Akron and its students could benefit positively from a partnership with EMSTAC. She registered as an EMSTAC Linking Agent, a school-based professional who brings change to the local level by implementing and evaluating innovative interventions. Ms. Gillins completed a ten-module interactive training program designed to facilitate a participant's skills related to the change process. She used the training materials provided by EMSTAC to conduct a local needs assessment, to explore various research-based strategies related to disproportionality, and to implement programs to address this important topic. Through the EMSTAC training program, she learned how to evaluate whether the strategies in place in Akron were effective in ensuring that equitable educational placements continued for all students.

Ongoing support from EMSTAC provides a forum for Ms. Gillins to share information with a network of Linking Agents from around the country. This partnership enables access to research based materials and provides educators with an opportunity to use innovative technology for communication and information sharing. Ms. Gillins and her colleagues use the EMSTAC network to share experiences, conceptualize strategies, and gain feedback regarding various interventions. Nationally, although each local district has unique attributes and needs, the support system afforded by EMSTAC and its partners, including Akron Public Schools provides a high quality foundation and support. This support impacts positively upon educational services and outcomes for students with disabilities. The project Web Site is: http://www.emstac.org.

NATIONAL TRANSITION ALLIANCE FOR YOUTH WITH DISABILITIES (NTA)

One of the main objectives for the National Transition Alliance for Youth with Disabilities (NTA) (www.dssc.org/nta) (1995-2000) was to identify and disseminate promising programs and practices that promote improved post-school outcomes for students with disabilities through inclusive school-to-work systems. Two NTA directories of Improving Students Outcomes: Promising Practices and Programs http://www.ed.uiuc.edu/sped/tri/kohlerdirectory1999.htm. http://www.ed.uiuc.edu/sped/tri/kohlerdirectory2000.htm, highlight these best practices and programs and have been widely disseminated to promote networking, information sharing, evaluation, and replication. Individual success stories are included in many of the descriptions and illustrate how this federal funding positively impacts students and communities. Two of these real life stories are featured here.

Independent Living Center in Ionia, Michigan

The Independent Living Center (nickname "The House") has had many success stories. Each of the students is able to reach his or her potential and beyond through this program. The success of these students is a group effort. The House staff, vocational staff, itinerant staff, administration, school board, parents and students, work as a team to provide support and experiences for all the students. We are currently working on spreading the school calendar over a 12-month period instead of the usual nine months. The hope is that the students will be able to try different job experiences, that parents will adjust to their young adults not following a regular school schedule after high school and to truly prepare our students for the real world, where things do not start and end with school.

One of our current students, "L," is one of our recent success stories. After being in the EMI programs until her junior year of high school, she began to attend the High School TMI program part-time for a year and then went full time for the last year of high school. When she transferred to the House program, she continued for a semester in the Heartlands Foods Class where she continued training in food service jobs. When she began to attend the House full-time she was very shy, afraid of anything new, unable to express her feelings in an adult manner, and had very little self-confidence. Those are typical traits of all students upon entering the program.

"L" has attended the House full-time for three years now. She is currently employed at Wray Foods in Saranac preparing deli sandwiches one day a week for four hours. She is also employed at the Ionia Wendy's two days a week for four hours each day doing a variety of food prep jobs. Her time in the Heartlands Foods class taught by Mr. Marvin Smith was very beneficial to her job success. Mr. Smith has supported having our TMI students in his class and is proud of the role he has played in their future successes.

Last summer, "L's" father sectioned off their house and made a small one-bedroom apartment for "L." They equipped her kitchen with a small refrigerator, microwave, toaster oven, and electric frying pan. Her mother assisted her in making menus and shopping lists the first few months. "L" now does that independently. "L" has a budget to follow using a small file with compartments for each of her bills. When her SSI check comes and her paychecks are cashed, the money is put into each compartment for her bills; a very concrete way for "L" to understand how much money is needed for each section. "L" and her parents are talking about her next step in independent living, which will be a mobile home on her parents' property.

At the House, we are continuing to work with "L" on expressing her feelings and dealing with the issues of boyfriends, dating, marriage, and children. One of the ways we are working on this is called "A Life Wheel." We put the four transition areas on a large circle. Each of those areas is a different-colored puzzle piece. In each area we write down where the student is currently and then we write down where they want to be in the future. This is completed on an individual basis with no editing at that time.

The students also put down things they like to do, successes they have had and picture cues. When they attend their Transition Life Planning Meeting they become active participants using this wheel. At that time the team discusses how we can reach their future goals. At the House, we focus not only on skills for the students, but self-determination as well. We have found that given many experiences, students can make choices of what they like and do not like. They are also given responsibilities and experience natural consequences on a daily basis. By looking at the student as a whole, we are able to provide the necessary supports and experiences for their success after school. We are very proud of all of our current students and graduates of ILC.

Towson University Outreach in Towson, Maryland

My name is "R" and I soon will be 21 years old. This is my last year in school. I have spent the last three years of school in the Towson University Outreach Program, Baltimore County Public Schools. I was one of the students in the very first year of this-program. I have had a lot of experiences and made new friends. I would like to share my story, my story of success, so others may learn from me.

I started at Towson University Outreach in 1997. It was very different than my high school. There were no bells, no assemblies, or set lunchtime. There was no schedule. So I made my own schedule. I knew I wanted to work and my teacher knew my parents wanted me to learn school stuff. The first thing I learned was self-determination. I had to learn to make my own decisions. I decided to do both and participated in making my own schedule. I could work at a job site if I finished my class work. This was really hard at first. Now it's easy.

During my three years here I have taken classes with peer buddies who are nondisabled, joined a Student Government Organization, an involved in Best Buddies, and have had several work experiences. Going to work was my favorite part. I tried several different types of jobs and learned lots of work skills and behaviors. I even helped make two training videos, one for employers and one to teach my classmates proper interview techniques. I am very proud of these and know others will use them after I graduate.

This last year of school was very hard, with lots of decision-making for me and my family. We talked with different service providers and picked the one that we liked the best. With graduation coming in May, the question of where I would work was my big question. I knew I wanted to work in food service. I love that job. And I do it well. So, with the help of my teacher and my family, I completed an application. Guess what? The place where I am currently working on campus, Newell Dining Hall, hired me! I'm earning my own money and doing what I like to do.

I am proud of what I have done at Towson University Outreach. I had the chance to learn the skills I will need as I transition. I feel ready to go. I have succeeded in reaching my goal and I am ready to be a part of the community.

Kohler, P.D. & Hood, L.K. (2000). Improving student outcomes: Promising practices and programs for 1999-2000. [A directory of innovative approaches for providing transition services for youth with disabilities] Champaign, IL: Transition Research Institute.

Coordinated Technical Assistance, Support, and Dissemination of Information

APPROPRIATIONS (in thousands)

Program	*FY 1999 Appropriation*	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
TA/Dissemination	$44,556	$45,481	$53,481	$108,042
Parent Training	$18,535	$18,535	$26,000	$ 52,536

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Technical Assistance, Support, and Dissemination of Information program is located at IDEA, Part D, Subpart 2, Chapter 2, Sections 681-686.

National technical assistance, support, and dissemination activities are necessary to ensure that Parts B and C are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families. The purpose of this program is to ensure that:

A. Children with disabilities and their parents receive training and information on their rights and protections under this Act, in order to develop the skills necessary to effectively participate in planning and decision making relating to early intervention, educational, and transitional services and in systemic-change activities.

B. Parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel receive coordinated and accessible technical assistance and information to assist such persons, through systemic-change activities and other efforts, to improve early intervention, educational, and transitional services and results for children with disabilities and their families.

C. On reaching the age of majority under state law, children with disabilities understand their rights and responsibilities under Part B, if the state provides for the transfer of parental rights under Section 615(m) (Transfer of Parental Rights at Age of Majority). This program contains four authorities: Parent Training and Information (PTI) Centers; Community Parent Resource (CPR) Centers; Technical Assistance for Parent Training and Information Centers; and Coordinated Technical Assistance and Dissemination. There are no separate authorization levels for these four authorities. These are discussed separately below.

A. PARENT TRAINING AND INFORMATION (PTI) CENTERS– SECTION 682

The application process and specific activities for PTI's are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities. The Secretary shall make at least one award to a parent organization in each state, unless an application of sufficient quality to warrant approval is not received. Selection of a PTI center shall ensure the most effective assistance to parents including parents in urban and rural areas.

BEST COPY AVAILABLE

Parent organization is defined as a private nonprofit organization (other than an institution of higher education) that has a board of directors—the majority of whom are parents of children with disabilities—and includes individuals working in the fields of special education, related services, and early intervention and includes individuals with disabilities. In addition, the parent and professional members are broadly representative of the population to be served or have (1) a membership that represents the interests of individuals with disabilities and has established a special governing committee that meets the above requirements; and (2) a memorandum of understanding between the special governing committee and the board of directors of the organization that clearly outlines the relationship between the board and the committee of the decision-making responsibilities and authority of each.

The board of directors or special governing committee of each organization that receives an award under this Section shall meet at least once in each calendar quarter to review the activities for which the award was made. Each special governing committee shall directly advise the organization's governing board of its view and recommendations. When an organization requests a continuation award under this Section, the board of directors or special governing committee shall submit to the Secretary a written review of the parent training and information program conducted by the organization during the preceding fiscal year.

Kinds of Activities Supported

Each PTI center shall:

1. Provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified.
2. Assist parents to understand the availability of, and how to effectively use, procedural safeguards under this Act, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in Section 615(e).
3. Serve the parents of infants, toddlers, and children with the full range of disabilities.
4. Assist parents to: better understand the nature of their children's disabilities and their educational and developmental needs; communicate effectively with personnel responsible for providing special education, early intervention, and related services; participate in decision-making processes and the development of individualized education programs under Part B and individualized family service plans under Part C; obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; understand the provisions of this Act for the education of, and the provision of, early intervention services to children with disabilities; and participate in school reform activities.
5. In states where the state elects to contract with the PTI center, contract with SEAs to provide, consistent with subparagraphs (B) and (D) of Section 615(e)(2), individuals who meet with parents to explain the mediation process to them.
6. Network with appropriate clearinghouses, including organizations conducting national dissemination activities under Section 685(d), and with other national, state, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities.
7. Annually report to the Secretary on (a) the number of parents to whom it provided information and training in the most recently concluded fiscal year; and (b) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities.

In addition, a PTI center may: (a) provide information to teachers and other professionals who provide special education to children with disabilities; (b) assist students with disabilities to understand their rights and responsibilities under Section 615(m) on reaching the age of majority; and (c) assist parents of children with disabilities to be informed participants in the development and implementation of the state's improvement plan.

B. COMMUNITY PARENT RESOURCE CENTER—SECTION 683

The application process and specific activities for CPR centers are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with local parent organizations to support PTIs that will help ensure that underserved parents of children with disabilities—including low-income parents, parents of children with limited English proficiency, and parents with disabilities—have the training and information they need to enable them to participate effectively in helping their children with disabilities.

A local parent organization means a parent organization, as defined in Section 682(g), that either: (a) has a board of directors of whom the majority are from the community to be served; or (b) has as a part of its mission, serving the interests of individuals with disabilities from such community and a special governing committee to administer the grant, contract, or cooperative agreement, of whom the majority of members are individuals from such community.

Kinds of Activities Supported

Each CPR center shall:

1. Provide training and information that meets the needs of parents of children with disabilities proposed to be served by the center;
2. Carry out the activities required of PTI centers;
3. Establish cooperative partnerships with the PTI centers;
4. Be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

C. TECHNICAL ASSISTANCE FOR PTI CENTERS—SECTION 684

The Secretary may, directly or through awards to eligible entities, provide technical assistance for developing, assisting, and coordinating parent training and information programs carried out by PTI and CPR centers.

Kinds of Activities Supported

Technical assistance may be provided in areas such as:

1. Effective coordination of parent training efforts;
2. Dissemination of information;
3. Evaluation by the center of itself;
4. Promotion of the use of technology, including assistive technology devices and services;
5. Reaching under served populations;
6. Including children with disabilities in general education programs;
7. Facilitation of transitions from (a) early intervention services to preschool; (b) preschool to school; and (c) secondary school to post-secondary environments; and
8. Promotion of alternative methods of dispute resolution.

D. COORDINATED TECHNICAL ASSISTANCE AND DISSEMINATION—SECTION 685

Distribution of Funds

The Secretary shall, by competitively making grants or entering into contracts and cooperative agreements with eligible entities, provide technical assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in capacity building, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities.

This Section includes the following activities: systemic technical assistance; specialized technical assistance; and national information dissemination. There are no individual authorizations for each of these activities.

Kinds of Activities Supported

1. Systemic technical assistance includes activities such as the following:
   a. assisting states, local educational agencies (LEAs), and other participants in partnerships established under the State Improvement grants with the process of planning systemic changes that will pro-

mote improved early intervention, educational, and transitional results for children with disabilities;

b. promoting change through a multi-state or regional framework that benefits states, LEAs, and other participants in partnerships that are in the process of achieving systemic-change outcomes;

c. increasing the depth and utility of information in ongoing and emerging areas of priority identified by states, LEAs, and other participants in partnerships in the process of achieving systemic-change outcomes;

d. promoting communication and information exchange among states, LEAs, and other participants in partnerships, based on the needs and concerns identified by the participants in the partnership, rather than on externally imposed criteria or topics, regarding practices, procedures, policies, and accountability of the states, LEAs, and other participants in partnerships for improved early intervention, educational, and transitional results for children with disabilities.

2. Specialized technical assistance include activities that:

   a. focus on specific areas of high-priority need that are identified by the participants, which require the development of new knowledge, or the analysis and synthesis of substantial bodies of information not readily available, and will contribute significantly to the improvement of early intervention, educational, and transitional services and results for children with disabilities and their families;

   b. focus on needs and issues that are specific to a population of children with disabilities, such as the provision of single-state and multi-state technical assistance and in service training to: (i) schools and agencies serving deaf-blind children and their families; and (ii) programs and agencies serving other groups of children with low-incidence disabilities and their families; or

   c. address the post-secondary education needs of individuals who are deaf or hard-of-hearing.

3. National Information Dissemination includes activities relating to:

   a. infants, toddlers, and children with disabilities and their families;

   b. services for populations of children with low-incidence disabilities, including deaf-blind children, and targeted age groupings;

   c. the provision of post-secondary services to individuals with disabilities;

   d. the need for and use of personnel to provide services to children with disabilities, and personnel recruitment, retention, and preparation;

   e. issues that are of critical interest to SEAs and LEAs, other agency personnel, parents of children with disabilities, and individuals with disabilities;

   f. educational reform and systemic-change within states; and

   g. promoting schools that are safe and conducive to learning.

For purposes of National Information Dissemination activities, the Secretary may support projects that link states to technical assistance resources, including special education and general education resources, and may make research and related products available through libraries, electronic networks, parent training projects, and other information sources.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were three separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes they are listed with their FY 1997 appropriations (in millions) as follows:

• Regional Resource Centers	$ 6.64
• Parent Training	$15.54
• Clearinghouses	$ 1.99
TOTAL	$24.17

CEC RECOMMENDS

CEC recommends an appropriation of $108.04 million for the Coordinated Technical Assistance and Dissemination Program for FY 2002. In addition CEC recommendes an appropriation of $52.54 million for the Parent Training and Information Centers for FY 2002.

These funding levels are necessary to ensure the continuation of critical activities in the areas of parent training and information, coordinated technical assistance, and support and dissemination of information. The last reauthorization of IDEA called for greatly expanded information and technical assistance at the school building and local community levels, including community parent resource centers, as well as enhanced support for teachers. Mechanisms such as clearinghouses, resource centers, and technical assistance systems are critical to these activities.

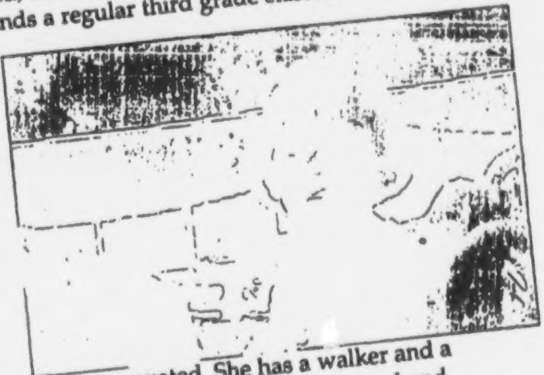
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2 –
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Technology Development, Demonstration, and Utilization; and Media Services

ASSISTIVE TECHNOLOGY PROVES LIBERATING TO ARKANSAS GIRL



Kasey Nicole Hodges is 8 years old, and she has cerebral palsy. She lives in Springdale, Arkansas, and attends a regular third grade classroom at Elmdale Elementary School. She has a full-time aide that assists her with feeding and toileting. As a result of money our district has received under IDEA, Kasey can communicate with her augmentative communication device (a Liberator), and completes her assignments on her laptop computer. To help Kasey become even more independent, her school's restrooms have been renovated. She has a walker and a motorized wheelchair; both allow her to move about freely in school and her community. Kasey receives occupational, physical, and speech therapies at school, allowing her more time at home with her family.

Outside of school, Kasey loves to travel. She has attended and presented at many conferences all over the United States on the importance of literacy and early intervention with students with disabilities. She and her mother also conduct presentations on augmentative communication and assistive technology.

Kasey likes to read Mary Kate and Ashley Olsen books, play word games such as Scrabble and Jeopardy, and enjoys going to the mall to buy jewelry and clothes.

Thanks to IDEA funds that provide Kasey with assistive technology and other supports, Kasey is able to lead a successful and independent life!

Angelina K. Hodges
Fayetteville, AR

BEST COPY AVAILABLE

STUDENT WRITERS IN WISCONSIN TRADE IN PENCILS FOR VOICES

Just a couple of months ago, Murray Park Elementary School fifth-grader Kyle Zimdars said he couldn't finish two paragraphs of a writing assignment in half an hour. Now, he can do that and much more.

It hasn't been a crash course in keyboarding that's helped Kyle, but rather his own voice—and some assistance from technology. Kyle and 12 other students are among the first in the Ripon School District in Wisconsin to use assistive technology to help them write.

"Assistive technology," according to district Technology Coordinator Mike Troyer, is "any technology used to assist you to reach a goal."

We are on the cutting edge with assistive technology with such a large group of students. . .

It might be a calculator for some, or, in the case of Kyle and his schoolmates, it's a laptop computer. Using voice-activated software, Kyle is able to talk into a microphone while the computer puts the text on the screen for him. In addition to the words he wants to print, Kyle must tell the computer where to place punctuation marks, new paragraphs, and more.

"You'll have young people . . .with good conversational ability; they can think clearly, and speak clearly . . ., but are not able to transfer that to paper in a formal presentation," district Assistive Technology Facilitator Brian Steffen said of those who are using the new technology. "That's what this software will allow—not to bypass the writing process, but to supplement it."

Reasons children have difficulty writing range from learning disabilities to underdeveloped fine motor skills to fear, Steffen added.

The district is able to offer the technology to students, including those with disabilities who have difficulty writing, thanks to a state-administered grant funded by federal monies under IDEA. Just under 100 students in the district are being targeted for the program, with 13 involved so far. "We are on the cutting edge with assistive technology with such a large group of students," Troyer said, adding that the district will be applying for the grant again this year in hopes of expanding the program further.

continues

BEST COPY AVAILABLE

In addition to the goal of helping students become better writers, another purpose of the grant is to help these youngsters build up their self-esteem, Troyer said, by becoming "experts" in certain aspects of technology. "We're looking at creating a student help desk where these students would be the experts to help other students and staff," he said. Yet another goal is to raise the assistive technology skills of the district's teachers, according to Troyer. Steffen said he'd like to see teachers "integrate it into their curriculum for more beneficial use for the students."

Steffen noted that, so far, the program is a big hit with its participants. "They're taking a bigger interest in their writing," he said. "They have a desire to write." Students take a pre-test and post-test to measure their success with the program. "The hope is their growth will be significantly greater than it would ordinarily be," he added.

So far it seems to be working for participant Kyle. "Last night I did my spelling test on it," he said. "I use it for my colonial project, my diary entries. I wrote a letter to my cousin. It's a lot faster . . ."

This story was adapted from an article in the *Ripon Commonwealth Press*, Ripon, WI.

Penny Reed
Director, Wisconsin Assistive Technology Initiative
Amherst, WI

BEST COPY AVAILABLE

TEAM WORK BUILDS CONFIDENCE FOR NEW YORK STUDENT

In 1988–89, while in the second grade in the Liverpool Central School District in New York, Katie Pavlacka was classified as visually impaired under IDEA. She began to receive special services through the district, which included—but was not limited to—mandatory large print for all of her reading materials, extended time to take tests, and verbalized instruction in her classes.

After Katie's vision drastically declined in middle school, her Teacher of the Visually Impaired, Suzanne Mullen, began to teach Katie Braille and mobility instruction. Katie's school district assigned her an assistant, and, with funds received under IDEA, provided Katie with academic technological support equipment such as texts-on-tape, a talking calculator, Braille 'n Speak, Type 'n Speak and a Braille printer.

During the years between 4th grade and 12th grade, Katie juggled academics, music, and competing on the swim team. Once she became completely blind, Katie learned to organize class materials, take class notes independently, and complete homework with only occasional, minimal assistance once she became blind. She graduated high school in 1999 with honors, 31st in her class of over 600 students.

Katie's mother says she can't stress strongly enough that each student's success depends on a team effort between a child, their parent(s), and the school.

Katie is currently a freshman at the State University of New York at Oneonta. She has managed to learn the layout of each building and campus infrastructure and to secure her own assistance when necessary. She studies independently, swims and trains with the college swim team, and even traveled to Australia for an international swim meet in the middle of the semester. The best indication of her success is that she has been well received on campus. Katie continues to improve in her swimming events and secured a 4.0 cumulative average at the end of her first college semester.

Deanna Pavlacka, Katie's mother, says she can't stress strongly enough that each student's success depends on a team effort between a child, their parent(s), and the school. With all the puzzle pieces in place, IDEA works well. It gives students such as Katie the tools to define, develop, and strengthen their abilities, which in turn builds confidence and helps ensure brighter futures.

Donna Donabella, Assistant Director of Special Education,
Liverpool (NY) Central Schools

BEST COPY AVAILABLE

Technology Development, Demonstration, and Utilization; and Media Services

APPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$34,523	$35,910	$38,710*	$78,210

* *Includes $11 million in one-time appropriations for special projects*

AUTHORIZING PROVISION

This new program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Technology Development, Demonstration, and Utilization; and Media Services is located at IDEA, Part D, Subpart 2, Chapter 2, Section 687.

PURPOSE

To support activities so that:

A. Appropriate technology and media are researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and all types of personnel providing services to children with disabilities to support their roles as partners in the improvement and implementation of early intervention, educational, and transitional services and results for children with disabilities and their families.

B. The general welfare of deaf and hard-of-hearing individuals is promoted by:

  1. Bringing to such individuals an understanding and appreciation of the films and television programs that play an important part in the general and cultural advancement of hearing individuals;
  2. Providing, through those films and television programs, enriched educational and cultural experiences through which deaf and hard-of-hearing individuals can better understand the realities of their environment; and
  3. Providing wholesome and rewarding experiences that deaf and hard-of-hearing individuals may share.

C. Federal support is designed:

  1. To stimulate the development of software, interactive learning tools, and devices to address early intervention, educational, and transitional needs of children with disabilities who have certain disabilities;
  2. To make information available on technology research, technology development, and educational media services and activities to individuals involved in the provision of early intervention, educational, and transitional services to children with disabilities;
  3. To promote the integration of technology into curricula to improve early intervention, educational, and transitional results for children with disabilities;
  4. To provide incentives for the development of technology and media devices and tools that are not readily found or available because of the small size of potential markets;
  5. To make resources available to pay for such devices and tools and educational media services and activities;
  6. To promote the training of personnel to; (a) provide such devices, tools, services, and activities in a competent manner; and (b) to assist children with disabilities and their families in using such devices, tools, services, and activities; and

7. To coordinate the provision of such devices, tools, services, and activities (a) among state human services programs; and (b) between such programs and private agencies.

FUNDING

The Secretary shall make grants to, and enter into contracts and cooperative agreements with, eligible entities to support activities described in the following. This program contains two separate authorities: Technology Development, Demonstration, and Utilization; and Educational Media Services. There are no separate authorization levels for these two authorities.

KINDS OF ACTIVITIES SUPPORTED

A. **Technology Development, Demonstration, and Utilization** supports activities such as:

1. Conducting research and development activities on the use of innovative and emerging technologies for children with disabilities;
2. Promoting the demonstration and use of innovative and emerging technologies for children with disabilities by improving and expanding the transfer of technology from research and development to practice;
3. Providing technical assistance to recipients of other assistance under this Section, concerning the development of accessible, effective, and usable products;
4. Communicating information on available technology and the uses of such technology to assist children with disabilities;
5. Supporting the implementation of research programs on captioning or video description;
6. Supporting research, development, and dissemination of technology with universal-design features, so that the technology is accessible without further modification or adaptation; and
7. Demonstrating the use of publicly-funded telecommunications systems to provide parents and teachers with information and training concerning early diagnosis of, intervention for, and effective teaching strategies for, young children with reading disabilities.

Jonathan Clontz, Union County, NC.

B. **Educational Media Services** supports activities such as:

1. Educational media activities that are designed to be of educational value to children with disabilities;
2. Providing video description, open captioning, or closed captioning of television programs, videos, or educational materials through September 30, 2001; and after FY 2001 providing video description, open captioning, or closed captioning of educational, news, and informational television, videos, or materials;
3. Distributing caption and described videos or educational materials through such mechanisms as a loan service;
4. Providing free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, post-secondary, and graduate schools;
5. Providing cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf, that: (a) enrich the lives of deaf and hard-of-hearing children and adults; (b) increase public awareness and understanding of deafness

and of the artistic and intellectual achievements of deaf and hard-of-hearing persons; or (c) promote the integration of hearing, deaf, and hard-of-hearing persons through shared cultural, educational, and social experiences; and

6. Compiling and analyzing appropriate data relating to the activities described in paragraphs 1 through 5.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were two support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Special Education Technology	$9.99
• Media and Captioning Services	$20.03
TOTAL	$30.02

CEC RECOMMENDS

CEC recommends an appropriation of $78.21 million in FY 2002. This authority contains both the technology and media services programs. Activities under media services—including video description and captioning—are vital to ensure information accessibility for all Americans. The potential of technology to improve and enhance the lives of individuals with disabilities is virtually unlimited. Progress in recent years has demonstrated the need for intensified support to facilitate technological development and innovation into the twenty-first century.

EDUCATION OF GIFTED AND TALENTED CHILDREN

(The Jacob K. Javits Gifted and Talented Students Act of 1988)

ANTHONY: I SEE MYSELF AS CAPABLE!

The kindergarten class was working on self-portraits and having traced their little bodies onto bulletin board paper they were busy filling in the silhouettes with details. For most this meant adding eyes, a mouth and a nose, but for Anthony it meant drawing in everything! His attention to detail and to knowing the parts of the body went well beyond the expectations for a five year old and so when his teacher bent down to talk with him about his progress she saw a completely anatomically correct self-portrait. "Wow!" she exclaimed, "you have included so much detail, fingernails...eyelashes...everything. We are going to hang these up in the hall so everyone in the school can get to know our class." Anthony gasped and said quickly, "I best put some britches on!!!" Anthony attends a small rural school where a gifted child could easily be overlooked but his school is part of Project U-STARS (Using Science Talents and Abilities to Recognize Students).

The focus on science to help us recognize potential in young students from culturally diverse and economically disadvantaged families is supported by the Jacob J. Javits Gifted and Talented legislation... The philosophy of Project U-STARS is the early recognition and cultivation of potential so that the gifts of a child are not lost.

The focus on science to help us recognize potential in young students from culturally diverse and economically disadvantaged families is supported by the Jacob J. Javits Gifted and Talented legislation. Kindergarten, first grade and second grade children in U-STARS schools create experiments, collect and analyze data, write science reports, and read about how our world works. Their teachers use a variety of strategies to engage them in meaningful work that is of high interest to young children. Reading, math, writing, and the arts are all integrated into the science activities in an authentic way.

The parents and families also get involved as the children take experiments home to continue their data collection. The philosophy of Project U-STARS is the early recognition and cultivation of potential so that the gifts of a child are not lost. Anthony is now a third grader and he continues his strong interest in

BEST COPY AVAILABLE

science and in school. His abilities have been recognized and supported and, as he continues to grow, his self-awareness includes the understanding that he is a capable individual with much to contribute. His self-portrait in school always wears a smile!

The Early Recognition and Cultivation of Potential is supported by the U.S. Department of Education Jacob J. Javits Gifted and Talented Students Education Program. Anthony's school is in Edgecombe County North Carolina. The Project Director is Mary Ruth Coleman, Ph.D. The University of North Carolina at Chapel Hill. The Project web-site is: http://www.fpg.unc.edu/~ustars.

NEW MEXICO PROGRAM STIMULANTS STUDENTS' TALENTS AND ADDRESSES THEIR DISABILITIES

Shane Laurel Wilder is eight years old and is a third grader in a self-contained program for children who are twice-exceptional at Bellhaven Elementary School in the Albuquerque Public Schools. Shane is identified by the State of New Mexico both as Specific Learning Disabled and Gifted. Shane also receives the services of a state certified occupational therapist. He is diagnosed with scotopic sensitivity and wears colored lenses for reading.

The Albuquerque Public Schools first evaluated Shane during first grade. He received pullout services for reading and occupational therapy and was supposed to receive pullout for gifted but did not for the first half of 2nd grade. From all reports, Shane experienced a very difficult second grade.

Shane attends a self-contained program at the elementary level...the direct result of two Jacob K. Javits Gifted and Talented grants (one in 1989 and one in 1991.) The grants allowed implementation of these self-contained programs in the Albuquerque Public Schools. When the grants finished, this school district, the 27th largest in the nation, made a commitment to maintain the programs. The district has been fully funding these programs for nearly a decade.

He entered third grade essentially as a non-reader. He has fine motor problems and labors at cutting, folding, writing, and spatial relationships. He demonstrated poor visual motor skills and finds it difficult to do any type of copying either from the chalkboard or from a paper. Shane also demonstrated exceptional vocabulary and has the ability to absorb abstract concepts rapidly and correctly. He is an extremely reflective listener and has excellent critical thinking skills. Through the use of books-on -tape, he is able to participate in group discussions within the classroom setting. According to his family, one year ago, Shane was a boy in second grade who was frustrated, angry and filled with dread about his apparent inability to be successful in school. Even though

BEST COPY AVAILABLE

he loved learning, being read to and dictating stories, he had all but given up trying to learn to read or write on his own. Where once he was a social and well-liked child, he was becoming withdrawn and feeling increasingly isolated.

His family sees incredible success in this last year, stating that the twice-exceptional program provided for Shane this school year has literally changed his world. When Shane heard about the program at Bellehaven, he was immediately intrigued. The idea that there were other children who were similar to him and that he could be in a school environment that would accept him as he was like a life-line. Indeed, the twice-exceptional program has been just that for Shane. All at once, Shane has been able to receive special education services for his substantial learning disability (through these services he has gained one grade level in reading skill in less than one year) and to be part of an intellectually stimulating classroom that supports, honors and nurtures his considerable talents in critical thinking and language.

His emotional needs have been skillfully attended to throughout the year. Today Shane is happy at school, optimistic about his future as a learner and filled with gratitude for the program and the people who have given him this extraordinary chance.

Dennis Higgins, Ed.D.,
Classroom Teacher of Twice-Exceptional Children,
Albuquerque Public Schools

BEST COPY AVAILABLE

Gifted and Talented

*A*PPROPRIATIONS (in thousands)

FY 1999 Appropriation	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 CEC Recommendation*
$6,500	$6,500	$7,500	$170,000*

* *Includes funds for current activities under Jacob Javits Act as well as for proposed State Block Grant under ESEA*

AUTHORIZING PROVISION

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under the Elementary and Secondary Education Act of 1965, Title X, Part B, as amended, 20 U.S.C. 8031-8037. The program is authorized at "such sums".

PURPOSE

The purpose of this Act is to build the nation's capacity to meet the special education needs of gifted and talented students in elementary and secondary schools. The program focuses on students who may not be identified and served through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

FUNDING CONSIDERATIONS

During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from $20 million to $10 million for FY 1995. Between 1992 and 2000, the appropriation deflated from $9.7 million to $6.5 million. Congress subsequently increased the appropriation to $7.5 million for FY 2001; however, the modest increase does not even match the FY 1992 appropriation and falls far short of what is needed to address significant areas of concern in gifted education. Moreover, the Bush administration and some members of Congress have proposed eliminating funding for activities under the Jacob Javits Act beginning in FY 2002 and consolidating the funds with other education funds for a host of optional educational activities within each state. At a time when the Council for Exceptional Children, the Association for the Gifted, and the Division for Culturally and Linguistically Diverse Exceptional Learners are focusing efforts on disproportionate representation in gifted programs, the Administration and Congress propose gutting the program, which severely undermines current efforts to address this serious issue. This is unacceptable and demonstrates disregard for under served populations of gifted and talented children by an administration that claims to be concerned about equity and educational opportunity for all.

Fortunately, both the House and Senate have introduced legislation very similar to legislation originally proposed in 1999 that would provide state block grants for use by LEAs to provide professional development, direct services and materials to students, technological approaches to providing for learning needs of gifted students, and technical assistance to LEAs. The Senate has incorporated the proposed legislation into its version of the Elementary and Secondary Education Act (ESEA) reauthorization bill. It remains unclear whether the House will incorporate the legislation in its version of the ESEA reauthorization bill.

KINDS OF ACTIVITIES SUPPORTED

The "Javits Act" provides grants for demonstration projects and a national research center. The demonstration projects are for personnel training; encouraging the development of rich and challenging curricula for all students; and supplementing and making more effective the expenditure of state and local funds on gifted and talented education. The National Center for Research and Development in the Education of the Gifted and Talented Children and Youth conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs.

CEC RECOMMENDS

While the quality of most projects funded through the program have been quite good, the dwindling appropriations threaten to make this program insignificant. This would be very unfortunate, as the work carried out under this program has greatly increased our national understanding of how to address the needs of under served gifted students. The work of the research center has answered many questions, but raised others that must be answered by future study in order to fulfill the mission of the Act. Federal projects that develop and demonstrate best practices in training, developing curricula and programs, and implementing educational strategies must continue to lead the way for states, districts, and schools. In order to regain the momentum that was lost under the Clinton Administration an expenditure of $170 million is needed in FY 2002 to maintain the current activities under the Jacob Javits Act as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

Council for Exceptional Children

Public Policy Unit
Council for Exceptional Children
Suite 300
1110 North Glebe Road
Arlington VA 22201-5704

703 264-9498
(Fax) 703 264-1637